DOCUMENT RESUME

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IDENTIFIERS	*Postage Stamps; *Postal Service; 1970s

ABSTRACT

This is the first in a series of six kits that the U.S. Postal Service (USPS) is publishing to help teach through stamps the history of the 20th-century and the people, places, and events that have shaped our nation during the past 100 years. Each kit is designed to be taught as a complete and independent unit. This kit, featuring the 1970s, contains: (1) 10 Teacher's Lesson Cards; (2) a Resource Guide; (3) 30 topic cards; (4) Student magazine; (5) a poster; and (6) assorted other materials for balloting and storage. The 10 lesson topics include: (1) "'Celebrate the Century' Vote"; (2) "A Circle Vote"; (3) "Earth Day Every Day"; (4) "Puppet Theater"; (5) "Voice of the Decade"; (6) "Paint by Numbers"; (7) "Understanding Technology"; (8) "Tree of Prejudice, Tree of Freedom"; (9) "Secret Stamp Talk"; and (10) "Fun in the Seventies." Kits are distributed in a kit storage box, with multiple copies of some materials. On the basis of the ballots, the USPS intends to issue a limited edition of 15 commemorative stamps celebrating each decade of the 20th Century. (JH)

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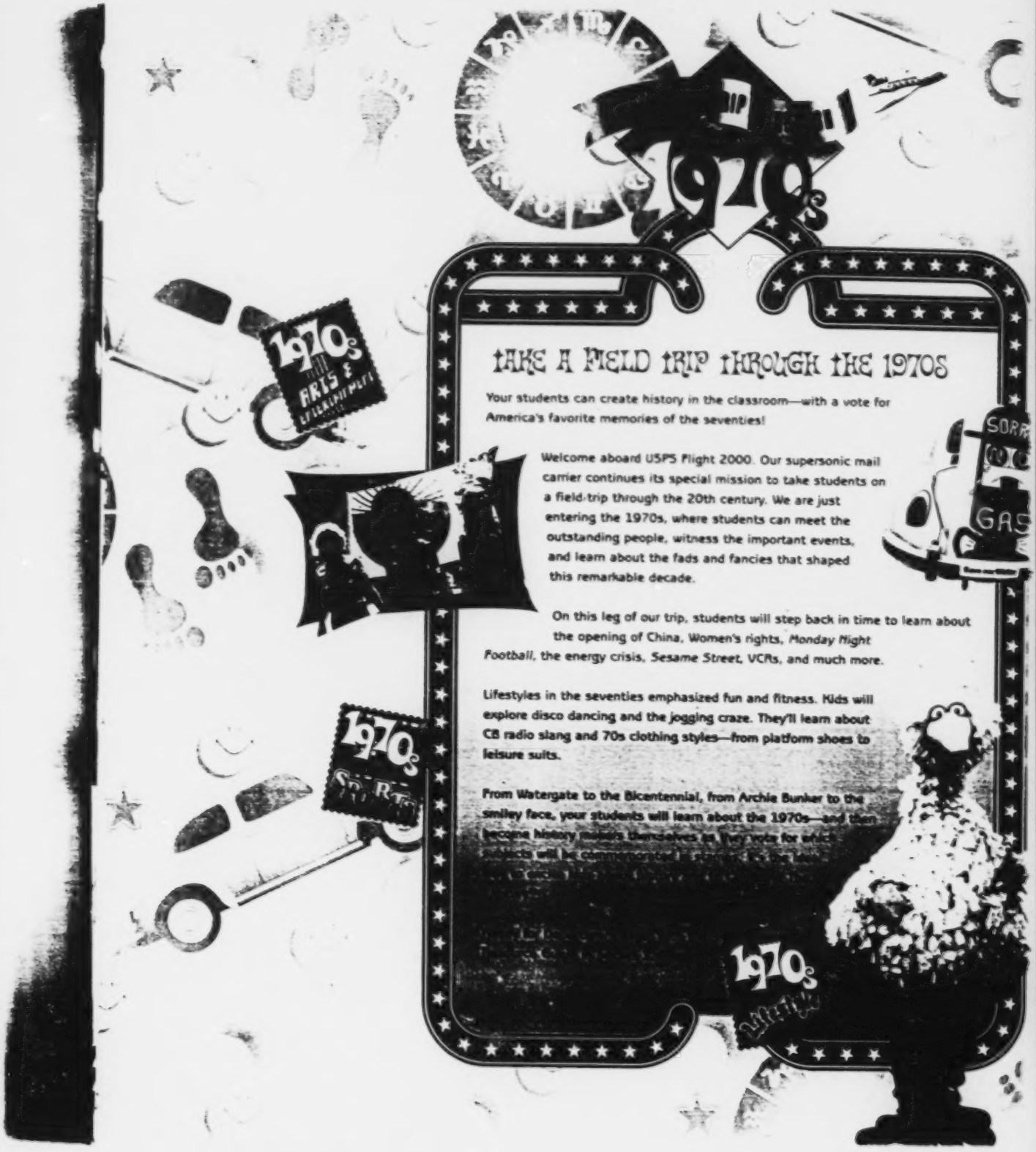
SO 029 381



TAKE A FIELD TRIP THROUGH THE 1970S

Your students can create history in the classroom—with a vote for America's favorite memories of the seventies!

Welcome aboard USPS Flight 2000. Our supersonic mail carrier continues its special mission to take students on a field-trip through the 20th century. We are just entering the 1970s, where students can meet the outstanding people, witness the important events, and learn about the fads and fancies that shaped this remarkable decade.

On this leg of our trip, students will step back in time to learn about the opening of China, Women's rights, *Monday Night Football*, the energy crisis, *Sesame Street*, VCRs, and much more.

Lifestyles in the seventies emphasized fun and fitness. Kids will explore disco dancing and the jogging craze. They'll learn about CB radio slang and 70s clothing styles—from platform shoes to leisure suits.

From Watergate to the Bicentennial, from Archie Bunker to the smiley face, your students will learn about the 1970s—and then become history makers themselves as they vote for which [illegible]

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CELEBRATE 100 THE CENTURY™
PUT YOUR STAMP ON HISTORY
1910•2000

UNITED STATES POSTAL SERVICE®

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EXECUTIVE DIRECTOR STAMP SERVICES
Azeezaly S. Jaffer

MANAGER, STAMP MARKETING
Valoree Vargo

PROJECT MANAGER
Linda Hounchell

AZEEZALY S. JAFFER
EXECUTIVE DIRECTOR, STAMP SERVICES

UNITED STATES POSTAL SERVICE

VOTE BY SEPTEMBER 30, 1998

Dear Teacher or Librarian,

The flower-powered sixties may have been a hard act to follow, but the seventies were anything but tame. The United States Postal Service is pleased to present you with your 1970s teaching materials, your third kit in our *Celebrate The Century*™ education series.

The seventies were a mix of ups and downs. America celebrated its bicentennial birthday with a splendid bang. President Nixon initiated the opening of China, but was later forced to resign amidst the Watergate scandal. Disco fever swept the land. Women were on the move for equal rights. Fitness became a national fad, and jogging suits became the rage. Gas lines drove everybody crazy. We wore smiley face buttons and mood rings, and we spent good money on pet rocks!

As we head into the new millennium, what 20th century events shall we commemorate? With *Celebrate The Century*™, your students have an unique opportunity to decide. Children and adults all across America will vote for 1970s commemorative stamp topics during September 1998.

Voting is easy! Use the special school ballots in your 1970s kit. Don't forget to use your postage-paid envelope to mail your ballots. The deadline is September 30, 1998. You can also go on-line and have your students vote on the interactive *Celebrate The Century*™ voting web site: <http://stampvote.msn.com>.

Please use your kits not only to prepare your students to vote, but also to continue teaching them modern American history in the years to come. An additional page in your *Resource Guide* directly relates ideas for librarians to use the series for engaging people in their communities. With the *Celebrate The Century*™ education series, we hope your Postal Service will help you deliver a lifelong love of learning to your students.

Sincerely,

Azeezaly Jaffer

475 L'ENFANT PLAZA SW
WASHINGTON DC 20260-5600
202-268-2562
FAX 202-268-7442

AZEEZALY S. JAFFER
EXECUTIVE DIRECTOR, STAMP SERVICES

UNITED STATES POSTAL SERVICE®

MAKE YOUR STUDENTS A PART OF HISTORY!
ENTER THE OFFICIAL U.S. POSTAL SERVICE STAMPIN' THE FUTURE DESIGN CONTEST!

Dear Teacher,

Just imagine! One of your students could create an official U.S. Postage stamp! A stamp that will have millions printed and be seen and admired by Americans across the country. At the same time, win national fame, fabulous trips and a brand new computer!

A History-Making Class Project for Everyone!

The Stampin' the Future Design Contest is a wonderful way to tap your student's knowledge and understanding of today's environment, science, industry and the world—then picture the changes that the 21st century might bring!

To get started, simply copy the enclosed entry form and contest rules, which are on the back of the entry form. Then go over all of it with your students and make sure they each have their own copy. Remember, for your students to be eligible, each entry must comply with all the rules and be received no later than October 17, 1998.

It's fun, it's creative, it's a great way for your kids to stretch their imaginations and use their own talents to design a unique kids-eye-view of their own future!

Win National Fame...Fabulous Prizes!

All students' entries will be judged on originality, neatness, artistic ability, clarity, and suitability for reproduction. 110 finalists will be chosen by independent panels of judges and will each receive a handsomely framed reproduction of his or her work plus valuable computer software.

From these finalists, 4 Big Winners will be selected. These winners will have their designs issued as an official stamp and also receive a new computer system, a press sheet of the 4 winning stamps and trips for 4 people (including you and a parent or legal guardian) to surprise locations for stamp promotion events.

Start your students designing a fantastic future—for themselves and their country!

Get your youngsters involved in the Stampin' the Future Design Contest today by sharing the enclosed poster with your kids and fellow teachers. Your guidance and encouragement will help them design a future that could make them a part of American history.

We look forward to receiving their original art and ideas. Entries must be received by October 17, 1998!

Sincerely,

Azeezaly S. Jaffer
Executive Director
Stamp Services

P.S. Each student may mail his or her own entry to the address on the entry form or entries for your class can be packed and sent together via First-Class mail to: Stamp Contest, PO Box 451889, Omaha, NE USA 68145-8089.

475 L'ENFANT PLAZA SW
WASHINGTON DC 20260-5600
202-268-2562
FAX: 202-268-7442

Stampin' The Future
DESIGN CONTEST

ENTRY BLANK

Your Original Design for the Future Could Win You...

- National Celebrity! Your design printed on millions of official U.S. postage stamps.
- Two Great Surprise Trips!
- New Computer with monitor, keyboard, printer and program software.

For your opportunity to win, you gotta...

1. Draw a stamp design which SHOWS YOUR VIEW OF THE FUTURE! For example, your design could illustrate topics such as: what new inventions or discoveries will there be in the 21st century, how will you protect the environment, what kind of home will you live in, what will you be wearing, and what will you do for fun? It's totally up to you!
2. Be a kid between 8 and 12.
3. Draw your idea of the 21st century in COLOR! Paint, crayon, marker, colored pencils, pens or any other drawing tools are all ok!
4. Draw your picture horizontally on an 8-1/2" x 11" white or off-white piece of paper like this: → YES Horizontal 8.5" 11" NO Vertical 11" 8.5"
5. Draw a picture that is relevant to the theme "vision of the future."
6. DON'T COPY! Artwork has to be YOUR original creation. Also, you can't show or write the name of a real business or person.
7. When done, mail your design and entry to: "Stamp Contest," P.O. Box 451889, Omaha, NE USA 68145-8089. Tape entry form to back of your art. It needs to be received by October 17, 1998 or you won't be entered.
8. If you don't have the official entry form, just print your name, your parent's or legal guardian's name, your address, city, state ZIP code or APO/FPO address, area code, telephone number and birth date on a piece of paper and tape it to the back of your artwork. Everything must be there and readable, or it won't count!
9. You can only enter once.

Be sure to read every single word of the really boring but important rules on the back with your parents or teacher.

Tape this entry form to the back of your artwork and MAIL to:

Stamp Contest
PO Box 451889
Omaha, NE USA 68145-8089

_____
Artist's Name (Please Print) (First) (Last)

_____
Address **Apt.**

_____
City **State** (Territory) **Zip**

_____
Phone # (International Code) (Area Code)

Date of Birth:

month:_____ day:_____ year:_____

❑ Male ❑ Female

_____
Name of Parent/Guardian

Are you currently enrolled in Stampers?

❑ **Yes** ❑ **No**

❑ Please do not send me any future mailings.

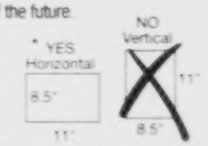
❑ Please do not use my name for promotional purposes.

7 1

STAMPIN' THE FUTURE DESIGN CONTEST OFFICIAL RULES

1. No purchase necessary. Contest commences August 24, 1998. To enter, complete information on official entry available at U.S. Post Offices and send a stamp design which "SHOWS YOUR VIEW OF THE FUTURE." For example, your design could illustrate topics such as: what new inventions or discovenes will there be in the 21st century, how will you protect the environment, what kind of home will you live in, what will you be wearing and what will you do for fun? Remember, don't let these examples limit your imagination. We want your view of the future.

2. **Artwork must be:**



- In color: using color paint, crayon, marker, colored pencils, pens, or any other drawing tool.
- Relevant to the theme "vision of the future".
- Drawn horizontally on a **8-1/2" x 11"** white or off-white piece of paper as shown*.
- An original creation. You cannot copy, trace or reproduce someone else's artwork. It must be your own artwork. You cannot show or spell a commercial institution or person's name or likeness.

3. Mail entry form and artwork to: "Stamp Contest", P.O. Box 451889, Omaha, NE USA 68145-8089. Tape entry form to back of artwork. Entries must be received by October 17, 1998.

4. If official entry form is not available, on a piece of paper, print your name, your parent's or legal guardian's name and your address, city, state, ZIP code, or APO/FPO address, area code, telephone number and birthdate and tape it to the back of artwork. **This information must be included and legible for your entry to be eligible.**

5. Limit: One entry per person. The sponsor and its agents are not responsible for late, misdirected, postage due entries or typographical or other errors in the printing of the offer. Finalists and winners and their legal guardians agree that they will execute all documents necessary to assign all rights to their artwork to the United States Postal Service (USPS). Entries become the property of the USPS and **will not be returned**. The USPS reserves the right to license or sub-license, alter or adapt the winning designs to meet printing requirements and USPS specifications. Designs from the 4 winning entries will be issued as United States postage stamps.

6. The contest is open to children who are legal residents of the 50 United States, District of Columbia, Puerto Rico, Guam, and the United States Virgin Islands, and dependents of military personnel who are U.S. residents who are stationed outside the United States (whose entries will be judged together and considered a territory ("Military Territory")), who will be 8-12 years old as of October 17, 1998. Entries will be judged by state or territory of residence and age. Entries will be judged in two age groups: 8-9 years old and 10-12 years old as of October 17, 1998 and by state or territory of residence: 110 finalists will be selected as follows: one per age group from each of the states or territories of residence (50 United States, District of Columbia, Puerto Rico, Guam, the United States Virgin Islands, and the Military Territory). Four of the 110 finalists will be selected as winners, two per age group. In the event that less than two entries are submitted in any territory, the USPS reserves the right to select less than two finalists from that territory.

7. All entries will be qualified and initially judged by independent judges under the supervision of VENTURA ASSOCIATES, INC., an independent judging organization, who will determine the first semi-finalists based on the following criteria: originality of idea (40%), artistic ability and creative expression (30%), neatness and clarity (20%), and suitability for postal stamp production (10%). The semi-finalists' entries will then be judged to determine the finalists by second judging panels consisting of educators, artists, business professionals and The Citizens Stamp Advisory Committee of The USPS based on the same criteria. The final 4 winning entries are subject to approval of The Postmaster General. If scores are tied, designs with highest scores first for originality of idea, second for artistic ability and creative expression, third for neatness and clarity, will win. In the event of subsequent ties, the tying entrants will be re-judged by a new judging panel on the original criteria. The judging process will take place from October 19, 1998 through March, 1999. Finalists and winners agree to be bound by the official rules and the decisions of the judges are final. The finalists and winners and their legal guardians must also agree to render their services, including additional media interviews, photo and autograph sessions in connection with any promotion, publicity and advertising on behalf of the USPS, or the prize will be awarded to an alternate winner.

8. Prizes and estimated retail values: The 110 finalists will each receive a current version of Encarta(r) Encyclopedia CD ROM ($39 each) and a framed copy of their illustration ($60 each). The 4 winners will each receive the following additional prizes: his/her design issued as a commemorative stamp (priceless), 80 stamps: 20 of each of the 4 winning illustrations (est. $30 each), a digital Pentium class system with CD ROM consisting of a 15 inch digital monitor, keyboard and mouse with ink jet printer, Microsoft Windows operating system and Microsoft Office ($2,900 each), and two trips for four people as follows: One to the first day stamp issue ceremony to take place in the United States sometime between January and March, 2000 and the second trip to the World Kids Congress (an international exhibition to recognize kids stamp art from around the world) to take place in Anaheim, California scheduled for sometime before August, 2000. Each of the two trips is for four people and includes two double occupancy hotel rooms for 3 days/2 nights, round trip coach air transportation from nearest major airport to winner's home, and $750 spending money to cover miscellaneous expenses (such as ground transfers, airport taxes, meals). Estimated retail value of two trips for four is $3,100, excluding airfare. Estimated retail value of airfare ranges from $6,400 - $7,200 for winners traveling from all territories but Guam, and approximately $18,000 from Guam (range depends on location of winners and fares at time of departure). USPS reserves the right in its sole discretion to select the airlines and hotels to be used. All meals and any other incidental expenses not specified herein are the responsibility of the winners. Each of the 4 winners must be accompanied by a parent or legal guardian on each of the trips. Winners must be available to travel to both the first day issue ceremony and the World Kids Congress on dates determined by USPS (to be announced) or forfeit their trips. No substitutions for prizes except as may be necessary due to unavailability, in which case a prize of equal or greater value will be awarded. No cash alternatives for prizes. Prizes are not transferable. All federal, state and local taxes are the responsibility of the finalists and winners. However, to offset any tax liability imposed by the United States Internal Revenue Tax Code upon the winner by acceptance of the prize, the USPS will pay to the United States Federal Internal Revenue Service (IRS) $4,000 on behalf of each winner. The additional $4,000 will be included in the total value of the prize reflected on an IRS Form 1099 which will be issued in the name of each winner. Value of entire prize estimated at $16,529 - $17,329 for all winners from territories except Guam and $28,129 for Guam.

9. Initial notification to all potential finalists will be done by Express Mail and/or telephone sometime after February 3, 1999. All finalists must agree to keep all information pertaining to the selection process confidential and accordingly agree not to discuss their having been selected as a finalist with the press or any third party other than their immediate family members and/or legal guardians. All finalists will be required to execute with the co-signature of a parent or legal guardian, within 30 days of date printed on notification: (1) an affidavit of eligibility and compliance with the rules; (2) a statement of originality and grant of publication rights; (3) a confidentiality agreement; (4) a release of liability; and (5) a publicity release/agreement permitting the sponsor to use the finalist's name and likeness (except where prohibited by law) in all media for purposes of advertising, promotion and publicity and agreement to render their services including participating in public functions in their locality in connection with this contest, without additional compensation. Potential finalists must also agree that they will be available for local media interviews and photo and autograph sessions in connection with any promotion and advertising on behalf of the USPS. If the above documentation is not executed within 30 days of receipt, prize will be forfeited and awarded to an alternate winner.

10. Final Notification of all finalists and winners will not occur until after March 31, 1999. Final Notification will be sent by certified mail. This information will not be released by phone or mail prior to that date.

11. The finalists' prizes will be awarded within 60 days of the Final Notification. The winners' prizes will be awarded as follows: the computer system within 60 days of contestant being declared a winner; the commemorative stamps within 60 days after they have been printed by the USPS; and the trips within 30 days before the scheduled events (winners will be contacted about the specifics of their travel).

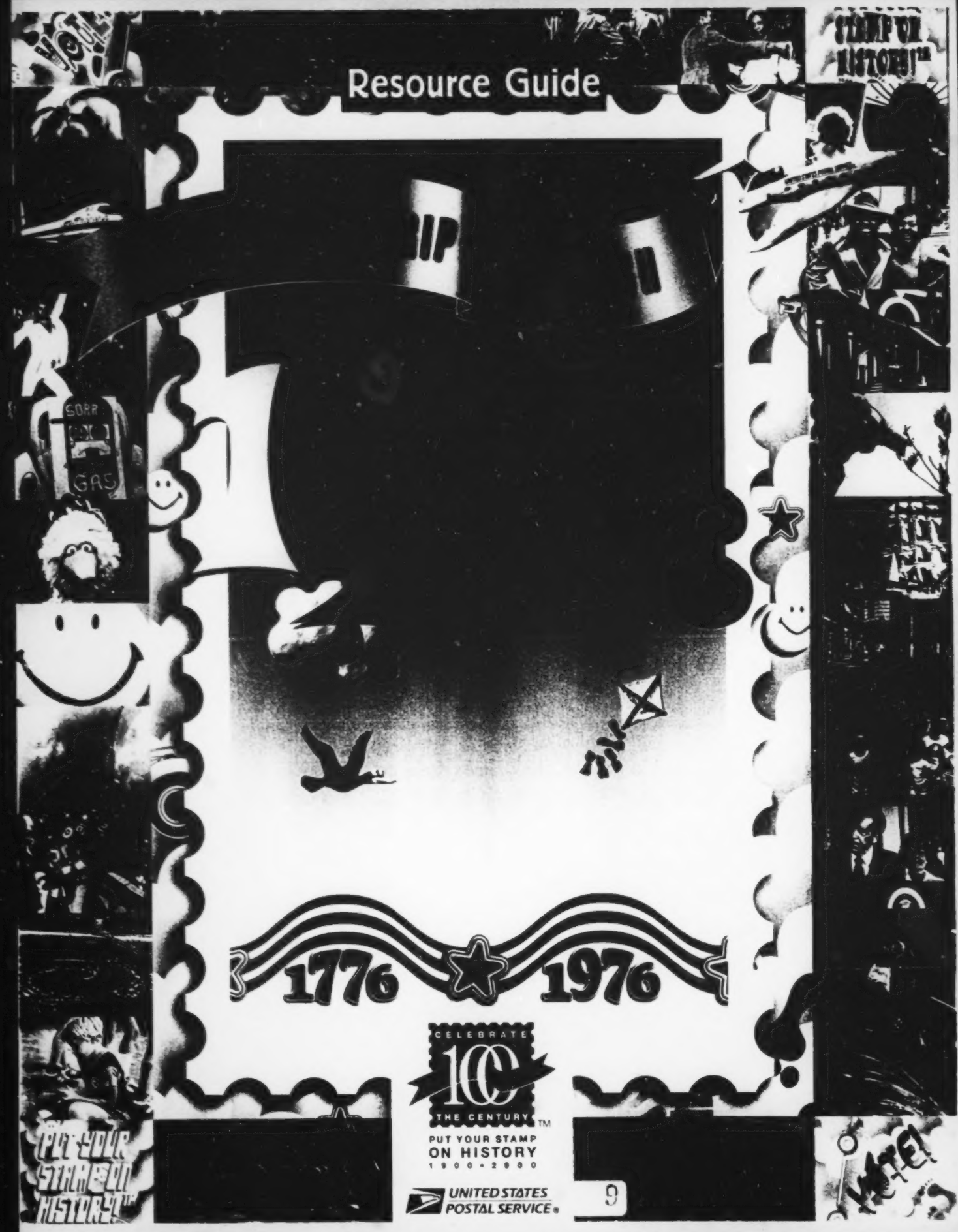
12. Employees of the advertising and promotion agencies of the USPS and the immediate families of each are not eligible. All federal, state, and local laws and regulations apply. Sponsor: The United States Postal Service, Stamp Services, 475 L'Enfant Plaza SW, Washington, D.C. 20260-2435.

13. Names and addresses of participants may be used for marketing and promotional purposes by the USPS only. If a participant objects to such use for any reason, he or she must check the appropriate box on the entry form or indicate refusal of such use on a handwritten mail-in entry.

14. For a copy of the rules, send a self-addressed stamped envelope to "Stamp Rules", P.O. Box 451890, Omaha, NE USA 68145-8090.

15. For the names of prize winners (available after March 31, 1999) send a self-addressed stamped envelope by October 17, 1999 to: "Stamp Winners", P.O. Box 451891, Omaha, NE USA 68145-8091.

Resource Guide



	ART	CITIZENSHIP	GEOGRAPHY (U.S.A.)	HISTORY (U.S.A.)	LANGUAGE ARTS	LIBRARY RESEARCH	MATH	MUSIC	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	TEAMWORK	TECHNOLOGY EXTENSION
Lesson 1 The Celebrate The Century" Vote													
Lesson 2 A Circle Story													
Lesson 3 Earth Day Every Day													
Lesson 4 Puppet Theater													
Lesson 5 Voice of the Decade												✈	✈
Lesson 6 Paint by Numbers	✈						✈						✈
Lesson 7 Understanding Technology					✈	✈				✈	✈	✈	✈
Lesson 8 Tree of Prejudice Tree of Freedom	✈	✈	✈			✈					✈		✈
Lesson 9 Secret Stamp Talk	✈			✈	✈							✈	✈
Lesson 10 Fun in the Seventies	✈			✈				✈	✈				✈

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INTRODUCTION TO THE 1970s

"Tie a Yellow Ribbon," *Chorus Line* and gas lines, Archie Bunker and women's rights, "10-4, Good Buddy!" and Watergate. The 1970s was a decade of sharp contrasts and great complexity. Even as Americans coped with the energy crisis, the effects of stagflation, and increasing political cynicism, they celebrated the nation's Bicentennial with patriotic zeal. The decade also reflected the past and influenced the future. For example, the women's rights movement began much earlier, while the effects of the Watergate scandal are still being felt on the political scene today.

The Cold War continued to dominate American foreign policy, and it was here that President Richard M. Nixon made his greatest achievements. Nixon initiated the opening of China and visited Moscow, signing the first Strategic Arms Limitation Treaty (SALT I) with the USSR. The SALT I agreement laid the groundwork for SALT II later in the decade. President Nixon pursued the elusive goal of "peace with honor," but U.S. troops remained in Vietnam for the duration of his administration. Despite several foreign policy triumphs, Nixon's presidency was overshadowed by the Watergate scandal, which forced his resignation in August 1974. Nixon narrowly escaped impeachment. He was succeeded and subsequently pardoned by his former Vice President, Gerald Ford. The Vietnam War did not end until April 1975, when the last Americans left the U.S. embassy in Saigon.

When Jimmy Carter was elected in 1976, he was the first Southerner to be elected U.S. President in more than 100 years. As President, Carter struggled unsuccessfully to improve domestic economic conditions, but he made a great contribution in the field of foreign affairs. He facilitated negotiation of the Camp David accords, a peace agreement between Israel and Egypt. Signed in 1979, this historic agreement represented the first break in more than 30 years of conflict between the two countries.

The social activism of the 1960s continued into the 1970s. The women's rights movement gained momentum, triggering a host of new laws and programs designed to help women. The Equal Rights Amendment campaign mobilized thousands of men and women throughout the decade, despite the fact that ultimately it was not ratified by the states. The American Indian and Chicano movements also reflected the ongoing influence of 1960s civil rights activism and promoted ethnic pride and reform. The growing environmental movement focused on pollution, the conservation of natural resources, and rapid population growth, as well as efforts to develop alternative energy forms.

The U.S. had finally achieved its goal of landing a man on the moon. The '70s saw additional moon landings and the exploration of planets and interstellar space by space probes. Other technological innovations of the decade ranged from the first jumbo jet service and new medical imaging technologies to popular consumer products like videocassette recorders (VCRs).

VCRs made it possible to tape television shows like *Sesame Street* or the miniseries *Roots*. Programs like *Monday Night Football* combined sports and show business, an innovation that changed the face of sports and television alike. Tennis and football gained popularity during the 1970s, due in part to increased television exposure.

Leisure and the arts reflected the eclecticism of the decade. Clothing styles ranged from leisure suits to hot pants. Americans adopted jogging suits and running shoes as everyday wear, reflecting a new interest in fitness. During the '70s, this increased emphasis on individual experience and personal growth and expression helped popularize activities like jogging and meditation. Hit movies ranged from *The Godfather*, a powerful dramatic saga, to *Saturday Night Fever*, which intensified the disco dance craze. Disco was indisputably the decade's hottest musical trend, but there was still room for everything from Liberace to punk rock. Americans embraced fun fads like smiley face buttons, pet rocks, and mood rings.

Two of the decade's most lasting legacies were the political cynicism and increased voter apathy generated in large part by the Watergate scandal, which carried through the 1980s and beyond. After a decade that included economic distress and diplomatic difficulties such as the Iranian hostage crisis, Americans responded by taking a turn to the right in 1980 with the election of Ronald Reagan.

How to Use Your 1970s Celebrate The Century™ Education Kit

Your 1970s Celebrate The Century™ Education Kit is the third in a series of six kits that will span the 20th century. Each kit is designed to be taught as a complete and independent unit.

Your 1970s kit should contain:

- Welcome Letter from the U.S. Postal Service
- 10 Teacher's Lesson Cards
- 1 Resource Guide
- 30 Topic Cards
- 30 Ballots
- 1 Ballot Return Envelope
- 30 Student Magazines
- 1 Poster

If any component of your kit is missing, you can write to us at: Celebrate The Century Education Series, United States Postal Service, PO Box 44342, Washington, DC 20078-0001, or call 1-(800)-450-INFO.

The Objectives:

Your 1970s kit is designed with the following objectives in mind:

- To enrich and supplement your existing curriculum
- To teach children U.S. history with interactive, hands-on lessons
- To enable your students to participate as educated voters in the United States Postal Service's Celebrate The Century™ vote

The Vote:

As we head toward the year 2000, the U.S. Postal Service is celebrating the 20th century by issuing a limited-edition sheet of 15 commemorative stamps for every decade. Because we wanted this to be a uniquely American celebration, we have invited all Americans—including kids—to vote on the stamps!

Which people, events, and trends should appear on stamps to commemorate each decade?

The American public will decide. People will find their Celebrate The Century™ ballots in post offices all across the country.

The first Celebrate The Century ballot covered the 1950s. We did not begin with the 1900s because of what our research with the American public told us. In general, people want to vote on stamps for the second half of the century. They told us to let our official Citizens' Stamp Advisory Committee decide on the stamps for the first half of the century.

The Timeline

Receive	Teach	Vote
1950s Kit Jan. 1998	Jan./Feb. 1998	**Feb. 1998**
1960s Kit April 1998	April/May 1998	**May 1998**
1970s Kit Sept. 1998	Sept. 1998	**Sept. 1998**
1980s Kit Jan. 1999	Jan. 1999	**Jan. 1999**
1990s Kit Apr. 1999	April 1999	**April 1999**
1900 – 1940s Kit Sept. 1999	Sept. 1999	**No vote**

The Classroom

We hope that you will enjoy teaching with your Celebrate The Century kit. Here are a few suggestions to help you to use it effectively:

- Review the Curriculum Grid. Use the lessons that best fit your curriculum. Modify any lesson as needed.

- Please note that you don't need to complete all the lessons to vote.

- The official U.S. Postal Service voting period for 1970s commemorative stamp subjects will be through September of 1998. Entries should be mailed no later than September 30, 1998.

- If your class needs to vote right away, distribute the student magazine, have children complete games, and then vote. Continue your program with the lessons.

- Watch for your Celebrate The Century 1980s kit. It will arrive in January 1999 and should be taught in January for the January 1999 vote.

We hope this kit will be useful as you continue to teach contemporary U.S. history, even after the 1970s voting is over.

- Most important, have fun teaching the 1970s. The Celebrate The Century Education Series and stamp collecting are terrific teaching tools with which to get kids excited about history.

How to Mail Your Class' 1970s Vote

- Students should vote in class on the official U.S. Postal Service ballots included in your 1970s kit.

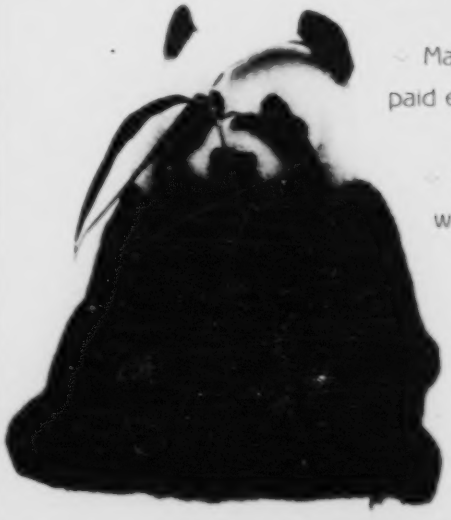
- They should vote on the "In Class" panel. The "At Home" panel is for students to use with their parents at home.

- Students may vote for up to (but no more than) three topics in each of the five categories. They may vote for up to 15 topics altogether.

- Students should use dark ink or a soft, dark pencil to check squares.

- Please be sure that they fill in all information on the card.

- Collect all of the ballots.



- Mail all of your students' ballots in the enclosed postage-paid envelope on or before September 30, 1998.

- Ask your students to take the rest of the ballot home with them and complete it with their parents.

LESSON 1

WORKSHEET 1

Voting Master Chart

I Voted For:

NAME	BALLOT TOPIC NUMBER																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

LESSON 3

WORKSHEET

MORE EARTH DAY EVERY DAY EXPERIMENTS

REALLY ROTTEN STUFF

What does rot, or decomposition, do for the earth? What happens when something we throw away cannot rot? Try this.

- Get five plastic containers and fill them with dirt from outside. Do not use potting soil.

- Gather five things made from different materials: food, cloth, rubber, plastic, and metal. Bury each thing in one of the containers.

- Keep containers moist and warm for several weeks. Then dig up your stuff. What rots? What does not?

ROT MAGIC

Rot is practically magic. For example, rot can help to transform gross garbage into sweet-smelling flowers. Here's how:

- Collect food garbage from home in a plastic bag. Include only food. Do NOT include any animal products, such as meat or bones. Chop, crush, or mash your garbage as much as you can.

- Use a large, aquarium-sized fish tank or big plastic tub. Spread outdoors dirt (not potting soil) on the bottom one inch thick. Spread your yucky, chopped-up food garbage on the dirt two inches thick. Sprinkle with 10-5-10 fertilizer. Dampen with water.

- Continue adding layers of dirt, garbage, fertilizer, and water until you get near the top. Use dirt for the final layer. The heap should be damp, but not soggy. If you can, top off the heap with a bunch of earthworms!

- Take this "baby's" temperature every day. Put an outdoor thermometer into the center of the heap. Watch the pile heat up! Watch it rot!

- When it begins to cool off again, turn the earth with a trowel. Mix it all up. Then let it sit again. Keep the heap damp and warm.

- When the heap looks and smells like dirt, plant some carnation seeds. Give them water and sunlight. The seeds will use your rotted garbage to build some sweet-smelling flowers. Magic!

CARE FOR CLEAN AIR?

Do you know what floats in the air that you breathe? Here's one way to find out:

- Coat the center of some slides with a thin layer of petroleum jelly on one side.

- Leave the slides (jelly-side up) lying in different places where no one will touch them. Leave them indoors and outdoors (but don't let them get rained on). Try to leave some near people who smoke!

- After a day or more, put cover slips over the jelly. Label each slide according to where it was left. View the slides under a microscope. What's that stuff you're breathing?

LESSON 4

WORKSHEET

MAKE YOUR OWN PUPPET

Puppet Theater

When you create your puppet for Puppet Theater, be sure to give it a personality. Is your puppet a boy or girl? Or is it an adult? Or an animal? What is its name? Is it happy or sad, grouchy or very sweet? Does it have any special abilities or even magic powers? What are its hobbies? What food does it hate?

Think about your puppet's personality before you make it. You can even write about your puppet. Your puppet's personality will help you decide what your puppet should look like.

Once your puppet is finished, practice making it talk. Watch the puppet in the mirror as you speak. See how your own mouth moves. Try to make the puppet's mouth and movements look real!

Two of the easiest puppets to make are sock puppets and hand puppets.

How to make a sock puppet

1. Use a sock with no holes in it.

2. Stick your fingers into the toe of the sock and your thumb into the heel. (See illustration 1.)

3. Pull some loose fabric over your knuckles (toward your fingers) to make a fold or tuck. The fold makes an eye-ridge and a deeper mouth. (See illustration 2.)

4. Sew the fold down on both sides. (Safety pins are okay.)

5. Make and sew (or glue) eyes, ears, and a tongue onto your puppet. (See illustration 3.)

1.

2.

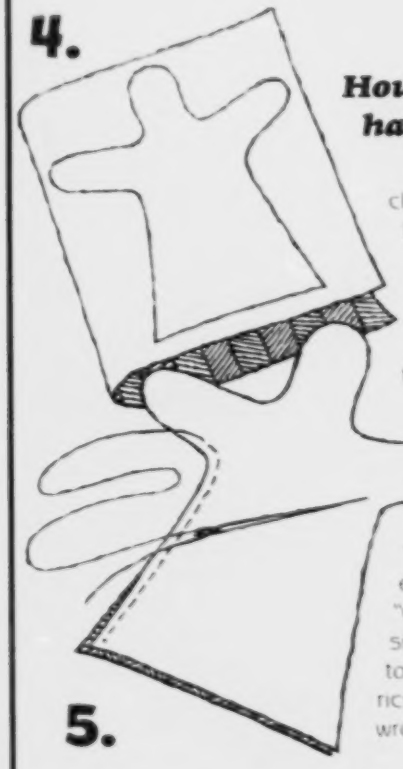
3.

WORKSHEET CONTINUED

MAKE YOUR OWN PUPPET

Puppet Theater

4.



5.

How to make a hand puppet

1. Use a cleaned, small plastic bottle (such as an aspirin bottle) for a head. Paint it or cover it with felt. Create a face and hair.

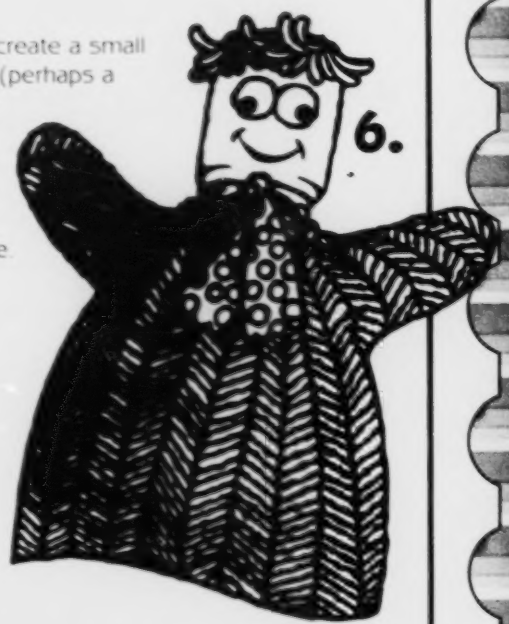
2. Double fabric over with "right" sides together. (The fabric's "wrong" side is the side you **don't** want to show. Some fabrics have no right and wrong sides.)

3. Draw a puppet body with arms and head on the fabric's "wrong" side. (See illustration 4.) Cut the puppet out of the doubled fabric. Sew the two pieces together. (See illustration 5.) Leave the bottom open for your hand.

4. Turn the puppet inside out. Now the fabric should have the "right" side facing out, the seams should be on the inside. Put your index finger in the middle for the head. Your thumb and middle fingers should be the puppet's arms.

5. Stick your bottle head on top of your index finger. (See illustration 6.) Keep it in place with tape or glue.

6. Using fabric, create a small piece of clothing (perhaps a tiny scarf, tie, or muffler) to go around the puppet's neck. It will hide the edge of the bottle. Glue it in place.



6.

Features

Puppets can be made out of almost anything! Here are some ideas for puppet features. **Eyes:** *buttons, pom-poms, Ping-Pong balls, plastic spoons* (break handles and sand edges), *felt, pasta, dried lima beans, section of an egg carton.* Be sure to make pupils, too! **Nose:** *cut-up sponge, pom-pom, sponge hair curler, button, Styrofoam, cork, section of an egg carton.* **Ears:** *felt, plastic spoons, glove tips, nut shells, sponges, pipe cleaners.* **Hair:** *yarn, feathers, feather duster, fake fur, plastic pot-scrubber.*

LESSON 5

WORKSHEET

VOICE OF THE DECADE

Your team will create a three-minute radio news broadcast from the 1970s. It should be based on the subject of your Topic Card. You will need to do the following:

- Research your topic.
- Write your script.
- Set up sound effects.
- Rehearse your script.
- Record your show.

When you research your topic, take plenty of notes. After you finish your research, think of a specific event to report on. It can be a real event or an imaginary event based on real facts from your research. Describe it here:

- What date (month, day, and year) are you broadcasting from? _____

- Where (location, city, state) are your broadcasting from? _____

- What sounds would be around you in that place at that time? _____

- Every team member must have a speaking part in the radio broadcast.

- At least one team member must be a reporter. Will there be more than one reporter on your team? _____ If yes, how many? _____

- What other characters will appear in the script? (The reporter should interview a number of people at the event.) _____

Next, write the script. In the script, do the following:

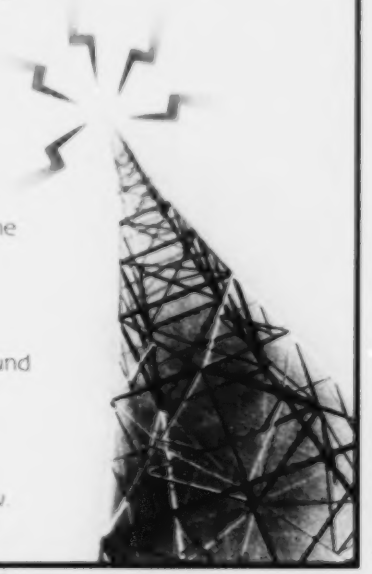
- Have the first reporter introduce herself or himself. In the script, have the reporter tell the listeners the exact 1970s date and where in the United States he or she is. What's the event? What is going on?

- Describe the event. What's happening? Use detailed, descriptive language. Interview people at the event. Have them say interesting or funny things.

- Write in what sound effects you would like to use. Sound effects will make your interview sound more real. Mark the script where the sounds should happen.

- At the end of the script, "wrap it up" the way a reporter might. Have the reporter state his or her name and the name of the radio station.

After you write your script, create your sound effects. As a team, rehearse your script, using sound effects. Finally, tape your show.



LESSON 6

WORKSHEET A

Paint by Numbers

To blow up your photo by 1,000%, you should multiply its dimensions by ____.

Using clear tape, tape your photograph to an unlined piece of paper.

What are the dimensions of your photo?
_____cm by _____cm

Multiply the dimensions by 10: (____cm x 10)=
____cm by (_____cm x 10)= ____cm

What are the dimensions of your blow-up?
____cm by ____cm

Blow-Up Frame: On paper, draw a frame the size of your blow-up. Make sure all corners are "square" (90 degree angles).

Draw a grid over your photograph. To measure your grid, mark off the centimeters on all four sides with dots. Then connect the dots. (Draw right over your photo.) Each box in the grid should be one centimeter square.

Using a pencil, draw a corresponding grid on your blow-up frame. To draw your corresponding grid, mark off every ten centimeters on all four sides with a big dot. Using any long, straight edge, connect the dots, drawing right over the empty space. Each box in the grid should be ten centimeters square. When finished, you should have created the same number of boxes in the blow-up grid as you did in the small grid.

Your Photorealism Picture: Here's how to blow up your photograph into a Photorealism picture. Begin wherever you like. Draw what is in a square of your photograph in the corresponding square of your blow-up grid. But be sure to draw each photograph detail ten times bigger in your blow-up.

You can draw freehand or by using math. Use math to draw more accurately. To draw freehand, just try to draw what you see in each grid-square in the photograph in each corresponding grid-square in the blow-up.

Here's how to draw using math. Choose a point on your original photograph. For example, let's plot the corner of an eye:

1. What grid square is the corner of the eye in? In our picture, the corner of an eye is in grid square G4.

2. Measure the distance from the top of grid square G4 to the corner of the eye. Then measure the distance from the side of the grid square G4 to the corner of the eye.

3. Multiply these two measurements by 10 for the corresponding, blow-up measurements.

4. Find the corresponding, blow-up grid square G4.

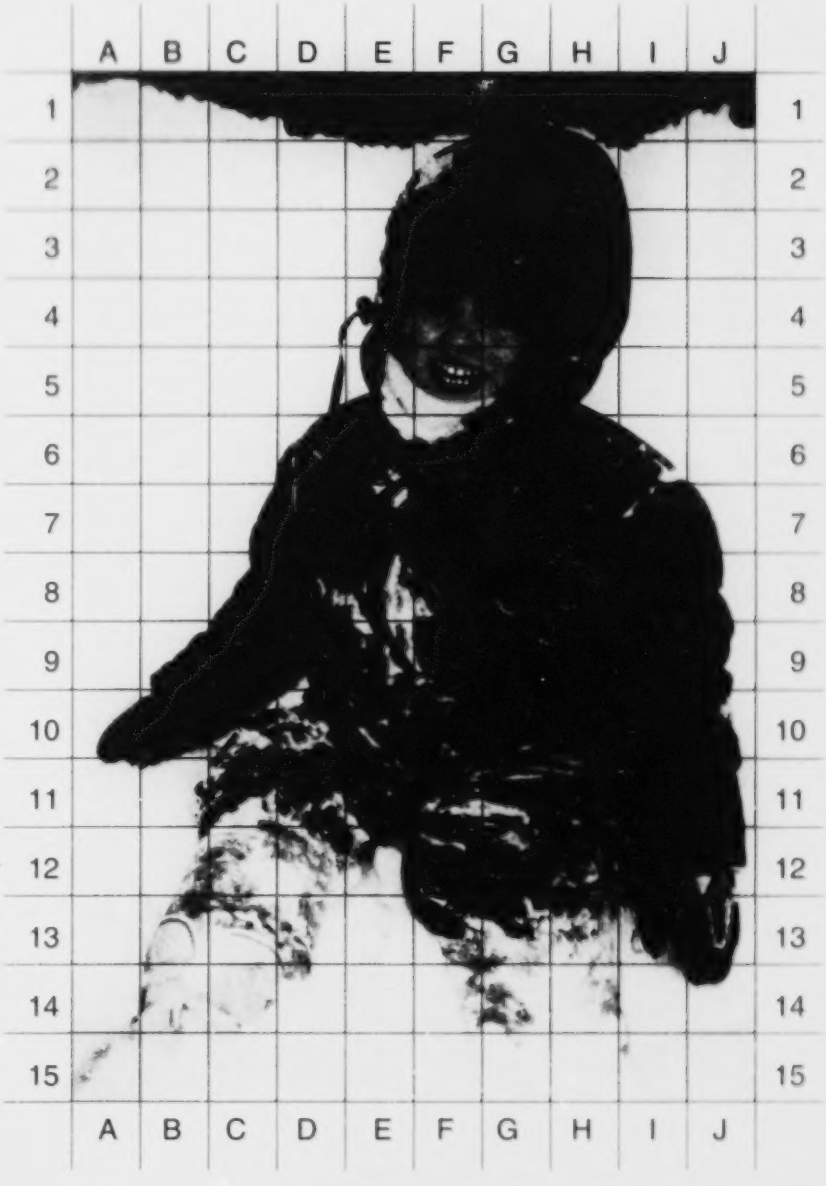
5. Measure off the two blow-up dimensions in the blow-up grid square G4 and mark the spot. That spot is where you should draw the corner of the eye in the blow-up picture.

You can create some of your blow-up mathematically and some of it freehand. Once you are finished, erase your grid and color in your picture.

LESSON 6

WORKSHEET B

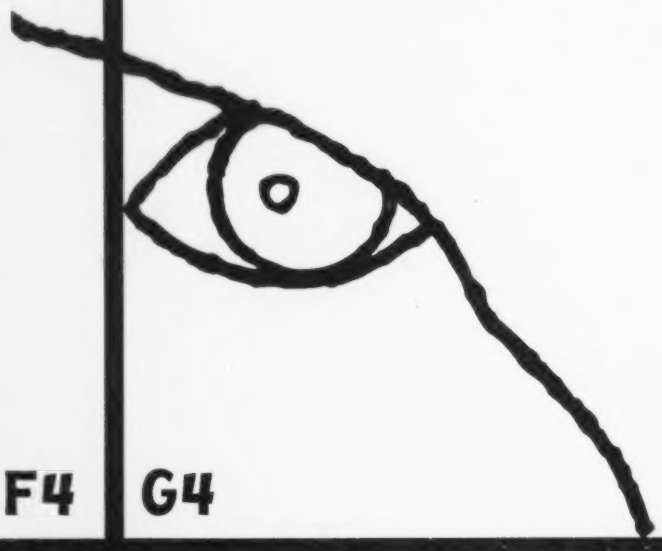
Paint by Numbers



The corner of the eye in box G4 is ½ cm from the top line and 0 cm from the side line.

WORKSHEET B CONTINUED

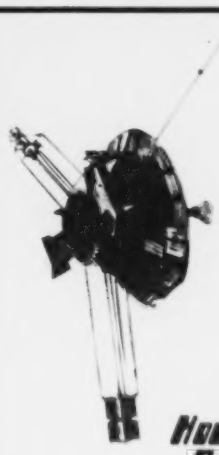
Paint by Numbers



F4 G4

F5 G5

The corner of the eye in blow-up box G4 is
(1/2 cm x 10) from the top line and
(0 cm x 10) from the side line,
or 5 cm from the top and 0 cm from the side.



WORKSHEET

Understanding Technology

How to Prepare for a Research Interview:

1. Make a list of interesting questions about your topic.

2. Are there any questions that it would be easy to answer through library research? If so, find those answers before you even begin your interview.

3. Who might be able to answer some or all of your remaining questions? Make a list of these people.

4. Where might you find this person? In a particular business? Through family or friends? At a university or other school? At a government agency?

5. Review your questions and possible sources with your teacher and your family. Do they have any ideas or suggestions? You can even try looking in a telephone book. Try the Yellow Pages! Look up Web sites. Are there any people or organizations you might contact?

6. Once you decide whom to contact, rewrite your questions list. It might not make sense to ask your contact all of your questions. For example, you might ask a physics teacher to explain radio waves, but you would not ask the physics teacher to tell you some cool CB radio slang.

How to Conduct a Research Telephone Interview:

Don't be shy about asking for an interview. Many people are happy to give interviews about their work or special interests. **Before** you call, be sure to have your interview questions in front of you. Also have a pad of paper and a pencil or pen.

1. Telephone the person you want to interview at their home or business.

2. If you're calling a big company, ask to speak to someone in the Public Relations Department. If it is a small company, go on to number 3.

3. Say, "Hello, my name is _____. I am doing a project for school about _____, and I was hoping to interview someone there about _____."

4. When you get someone on the phone who is willing to be interviewed (an "interviewee"), write the person's name on your pad. Ask how to spell the name correctly. (You might have to call this person back if he or she wants to do the interview later. Write down the phone number and the time to call back next to the person's name. Be sure to call back!)

5. Ask the interviewee your questions. On your pad of paper, write down the answers to each question as the interviewee speaks.

6. When you are finished, ask if you can call back if you need to ask another question.

7. At the end of the interview, be sure to thank your interviewee several times! Tell the interviewee that his or her help is very important to you.

8. **As soon as you hang up,** rewrite all of the answers to the questions from your notes. This is very important. If you don't, you will probably forget what all that scribble you wrote on your notepad means! You will also forget the details that you did not have time to write down.

9. Mail your interviewee a thank-you note for the interview.

How to Conduct a Research Personal Interview:

If you decide to interview someone in person, go to your interview prepared.

1. Make an appointment for your interview. Show up a little early.

2. Always take a parent or an adult buddy with you.

3. Take your list of questions with you.

4. Take a pad of paper and two sharp pencils or two working pens.

5. When you finish asking your questions, ask if you can call if you need to follow up on anything.

6. Thank your interviewee.

7. **As soon as you get home,** rewrite all of the answers from your notes.

8. Mail your interviewee a thank-you note for the interview.

Interview Safety and Courtesy

- Explain who you are and what you are writing about. But never give your home address or home telephone number to a stranger. Give the school's address and number if someone needs to write to you or to call you back.
- Always check with a parent before conducting an interview.
- Always go to an interview with an adult buddy or a parent.
- Never interview a stranger in your home, in his or her home, or in any other private place unless a parent accompanies you.
- Whomever you interview is doing you a favor. Remember to be extra polite. Be sure to express your thanks.

Celebrate The Century™ is on the World Wide Web

The Internet has special Web sites created just for Celebrate The Century™. You can use them with your students to enhance and extend your Celebrate The Century lessons. You or another teacher can download any component of the curriculum as well. Students can vote online and enjoy various activities created just for them. You'll probably want to bookmark these sites. (See instructions below.) Just log on and visit the following:

Vote Online

<http://stampvote.msn.com>

Vote early and often online. While you'll want to use and mail the paper ballots in your 1970s kit, remember that students can *also* vote online. Their votes will count a second time. Anyone can vote as often as he or she wants to! Have students tell their families and friends. Encourage everyone to vote! In fact, your class might record how other classes voted. Your students could be the Celebrate The Century school ambassadors. They can track and report to other classes on the national tally. Your students will find the national vote results online on the Postal Service Web site: <http://www.usps.com/ctc> Results are posted about six weeks after the voting ends. How did the vote of your class or school compare to the national vote?

Download the Kit

<http://encarta.msn.com/ctc>

Do you need extra copies of the student magazine? Do you want more Topic Cards? Want to give some lessons to a friend? Teachers can find the Celebrate the Century Education Series online at Microsoft's Encarta Web site. The Encarta Web site offers additional information for your class, too. Have your students find the facts online. They will also find Encarta Challenge, a fast-paced, fact-based game all about the 1970s.

Student Activities

<http://www.usps.com/ctc>

Visit the U.S. Postal Service Web site for exciting and thought-provoking activities for your students. Bookmark the activities you like best; your students can go directly to them. Several activities fit right into your lessons. For Lessons Six or Ten, students can design and create their own 1970s stamps with the online art tools: Design A Stamp and Color A Stamp. Games and word puzzles will challenge students' knowledge of the 1970s. See stamps that have been issued for the 20th-century decades on the Web site as well.

How to "Bookmark"

Most Web browser software has a bookmarking feature. However, the feature is not always called "Bookmark." It may be called something else, such as "Favorites" or "Hot List." Use this feature to save a Web site address. To access a "bookmarked" Web site, all a student needs to do is point and click. Bookmarking prevents typing mistakes! It is very helpful to use with students, especially when they need to type a long and complicated Web site address.

GREAT WEB SITES FOR THE 1970s

PEOPLE AND EVENTS

Look at the Declaration of Independence, signed on July 4, 1776, in the Library of Congress at <http://lcweb.loc.gov/exhibits/treasures/trt001.html>

What was a weapon in the Yom Kippur War? Find out in Encarta Concise at <encarta.msn.com/ctc>

Visit the Earth Day Network to get ideas about how to observe Earth Day at your school: <http://www.cfe.cornell.edu/EarthDay/ednethome.html>

Read about Richard M. Nixon and Watergate at two sites: <http://www.whitehouse.gov/WH/glimpse/presidents/html/presidents.html> and <http://www.ipl.org/ref/POTUS/rmnixon.html>

Read perspectives on the opening of China to the western world at <http://lcweb2.loc.gov/frd/cs/cntoc.html>

SCIENCE & TECHNOLOGY

Look at pictures of jumbo jets at the Modern Airliners site: <http://www.airliners.net>

Look at the L1011 and DC-10 at <http://home4.swipnet.se/~w-48037/index.htm>

How many parts are in a 747 Jumbo Jet? Find out at <http://www.boeing.com/commercial/747family/history.html>

Read about *Pioneer 10* and *11* at a NASA site: <http://spaceprojects.arc.nasa.gov/Space_Projects/pioneer/Pnhome.html>

Silver Anniversary, *Pioneer 10*: See a prototype at the National Air & Space Museum: <http://www.nasm.edu/GALLERIES/GAL100/pioneer.html>

Read about the inventor of the MRI, Raymond Damadian, in the Inventors Hall of Fame: <http://www.invent.org/book/book-text/28.html> and at <http://www.fonar.com/aboutfonar.html>

See some MRI images: <http://www.fonar.com/MRI/images.html>

Read about Charles Ginsburg in the Inventors Hall of Fame: <http://www.invent.org/book/book-text/45.html> and read about some of the early video recording machines: <http://www.sssm.com/editing/museum/lobby.html> in the Museum of Early Video Editing Equipment.

ARTS & ENTERTAINMENT

What are some of the famous shows from NPR and PBS? Check their Web sites: <http://www.npr.org> and <http://www.pbs.org>

Visit the *Sesame Street* home page at <http://www.ctw.org/sesame> to see the games and stories on the Internet.

What were three TV shows that were spin-offs from All in the Family? Find the answer in the Internet Movie Database at <http://us.imdb.com>

Look up a Photorealism artist, Richard Estes, in Encarta Online at <http://encarta.msn.com/ctc>

SPORTS

How many Super Bowls did the Steelers win in the 1970s? Look under Super Bowl in Encarta Concise at <http://encarta.msn.com/ctc>

How old was Secretariat when he won the Triple Crown? Find out at <http://encarta.msn.com/ctc>. Find the three places of the races in the Triple Crown of horse racing on a map. How far is it between these sites? Use <http://indo.com/distance> to help you calculate the distances, or use a road map.

For how many weeks was Jimmy Connors ranked Number 1? Find out at <http://comspan.com/BIGSTAR/TENNIS/JC.html>

Why do they call Reggie Jackson "Mr. October"? Search for his biography at <http://www.totalbaseball.com>

Search the A's Web site for information about their mascot in the 1970s: <http://www.oaklandathletics.com>

LIFESTYLE

Look up CB Radio in the Encarta Concise Encyclopedia <http://encarta.msn.com/ctc> to find out what is the emergency channel monitored by the highway patrol and police. Listen to an 11-second clip of CB "talk" at <www.rt66.com/dthomas/70s/70s.html> Read explanations of Citizens Band radio from the FCC at <http://www.fcc.gov/wtb/prs/citzn.html>

Look up the movie *Saturday Night Fever*, about a young urban man who lived to dance in discos, in The Internet Movie Database: <http://us.imdb.com>

In what state was the *Spiral Jetty* built? Find out at Encarta Online at <http://encarta.msn.com/ctc>. Learn more about Robert Smithson and the *Spiral Jetty* at <http://www.mcachicago.org/exhibit/shadow/works/profiles.html>

How do you make a smiley face in e-mail? What does a frown look like? See Helwig's Smiley Dictionary at <http://www.cg.tuwien.ac.at/~helwig/smileys.html>

ADDITIONAL SITES

Visit The Art of Philately site to see some famous faces on stamps at <http://www.cmgww.com/stamps/stamp.html>

See links to lots of other sites on the Internet about the 1970s at Dee T's '70s Page: <http://www.rt66.com/dthomas/70s/links.html>

TIPS FOR LIBRARIANS

The resources of the school or public library can greatly enhance classroom activities. Just as important, the library provides an opportunity to involve parents. Sharing ideas and resources, teachers, parents, and librarians can make the 1970s come alive!

Using library materials, consider adapting some of these ideas:

- VCRs (videocassette recorders) started in the 1970s. Using library resources (such as magazines from the 1970s), identify several films from that time (e.g., *Saturday Night Fever*). Obtain the videos and host a Video Film Festival at the library. Consider scheduling the Film Fest so that parents can attend.

- *Roots*, based on Alex Haley's book of the same title, aired on television in 1977. Obtain the videos and host a Family History Video series at the library. Use this as a spring board for an oral history project. Family histories can be video-taped or audio-taped and made part of the library's collection. Display other library materials about families, family histories and sharing, and genealogy.

- Disco music became the sound of the 1970s, popularized by films like *Saturday Night Fever*. Have the library sponsor a Favorite Disco Tune contest. Ask parents, teachers and other community members to provide their favorite disco music and have students vote on their favorite song. Consider hosting a Disco Dance in an area of the library. Ask adults and students to dress in the clothing of the era (e.g., platform shoes, midi- or miniskirts, bell-bottom pants, etc.). Develop displays of books, films, and audio materials of the disco era.

- Introduce students to the Newbery and/or Caldecott winners of the decade. Discuss the criteria the deciding committees used (and still use) to determine which books deserved the Medals. Vote on the Newbery Medalist-of-the-Decade and the Caldecott Medalist-of-the-Decade. Post the results in the library along with a display of the medal winners and runners-up.

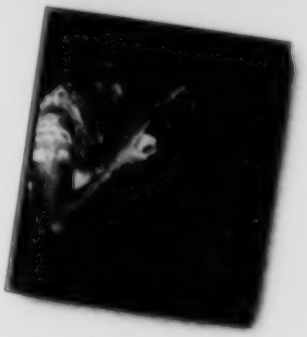
- The first Coretta Scott King Award to honor books created by African-American writers and illustrators was presented in 1970. Have students examine the winners and honor books. Why was it important to create a special award for African-American writers and illustrators? Consider having students read Coretta Scott King winners from the 1970s and vote on the Coretta Scott King Medalist-of-the-Decade.

- In cooperation with the art teacher (or art department), create posters or banners of Newbery, Caldecott, and/or Coretta Scott King books for display at the library. Host an exhibit opening at a time at which parents can attend. The librarian may ask a local art gallery or museum to cooperate with the exhibition.

- In 1976, the United States celebrated its Bicentennial. Have students read one or more of Jean Fritz's biographies of people who were instrumental in creating the Declaration of Independence and the U.S. Constitution as well as other books about what was happening in 1776. Develop a reenactment of the signing of the U.S. Constitution and Declaration of Independence to perform at the library. Follow it up with a 200th Birthday Party perhaps dressed in costumes of the 1770s.

- Have a library "Question of the Week" about the current events of the 1970s. (e.g., What was the destination of the first jumbo jet? When did this flight take place? Which professional football team won four Super Bowls during the decade?) Post the answer and source(s) in which the answer is found the following week. Identify a sponsor (such as a local newspaper) to provide an incentive for the winner.

READING LIST FOR STUDENTS THE 1970s



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1970s Newbery Medal Winners

1979: *The Westing Game* by Ellen Raskin (Dutton)

1978: *Bridge to Terabithia* by Katherine Paterson (Crowell)

1977: *Roll of Thunder, Hear My Cry* by Mildred D. Taylor (Dial)

1976: *The Grey King* by Susan Cooper (McElderry/Atheneum)

1975: *M. C. Higgins, the Great* by Virginia Hamilton (Macmillan)

1974: *The Slave Dancer* by Paula Fox (Bradbury)

1973: *Julie of the Wolves* by Jean Craighead George (Harper)

1972: *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien (Atheneum)

1971: *Summer of the Swans* by Betsy Byars (Viking)

1970: *Sounder* by William H. Armstrong (Harper)

The lists of winners for each year is listed on the ALA Web site: <http://www.ala.org/alsc/nquick.html>

WORDS TO KNOW FOR THE 1970s

alternative allowing a choice between two or more things

amendment a change in or addition to something, such as a bill or law

asteroid one of the many small, rocky bodies in space that revolve around the sun

boundary a line or thing that marks the outside edge or limit

designate to choose or appoint

economy the system of how money is earned and spent in a home, business, or government

ecosystem all the animals, plants, and bacteria that live and interact in a certain environment

embargo an order by a government or group prohibiting the movement of goods in or out of a country

inflation a general increase in the prices of goods and services

leisure free time that is not taken up with work, study, or other duties

marathon a race for runners covering a distance of 26 miles, 385 yards

pardon to forgive or excuse; to free from further punishment

pesticide any poison used for killing insects, weeds, or other pests

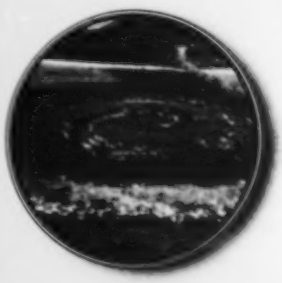
polyester a man-made fiber, often used in clothing, that is very strong

realism in art and literature, to show things as they really are, not as one might wish them to be

scandal a person, action, or event that shocks people and causes shame or disgrace

skirmish a fight between small numbers of troops

slang informal words and phrases that are unique to a particular group



sonar a method or device for detecting and locating objects by means of sending sound waves and picking them up after they strike the object and bounce back

spiral a curving line that circles around a central point, either getting closer together or spreading apart

Parents' Page

Your child is one of many United States students participating in Celebrate The Century™, an exciting new education program sponsored by the United States Postal Service. The Celebrate The Century™ Education Series is a modern-history education program. Not only does it teach all about the 20th century, it also gives your child a chance to put his or her stamp on history—by voting on stamp subjects to commemorate the 1950s through the 1990s. (And you can vote, too!)

The Vote: Students have already learned about and voted on the 1950s and 1960s. This month, children will learn about and vote on stamp subjects for the 1970s.

Put Your Stamp On History™: The Celebrate The Century™ Education Series has been very successful. Teachers are excited about this innovative curriculum series that integrates history with art, math, science, and language arts. And kids are excited about learning history. (Why not, when they are the ones making it? The subjects they vote for just might become U.S. commemorative stamps!)

The Stamps: See some Celebrate The Century™ stamps now! The 1900s, 1910s, and 1920s are already available, and the 1930s will be issued May 1998. Either go to your local post office or view the stamps on the **Postal Service's Web site: <http://www.usps.com/ctc>.**

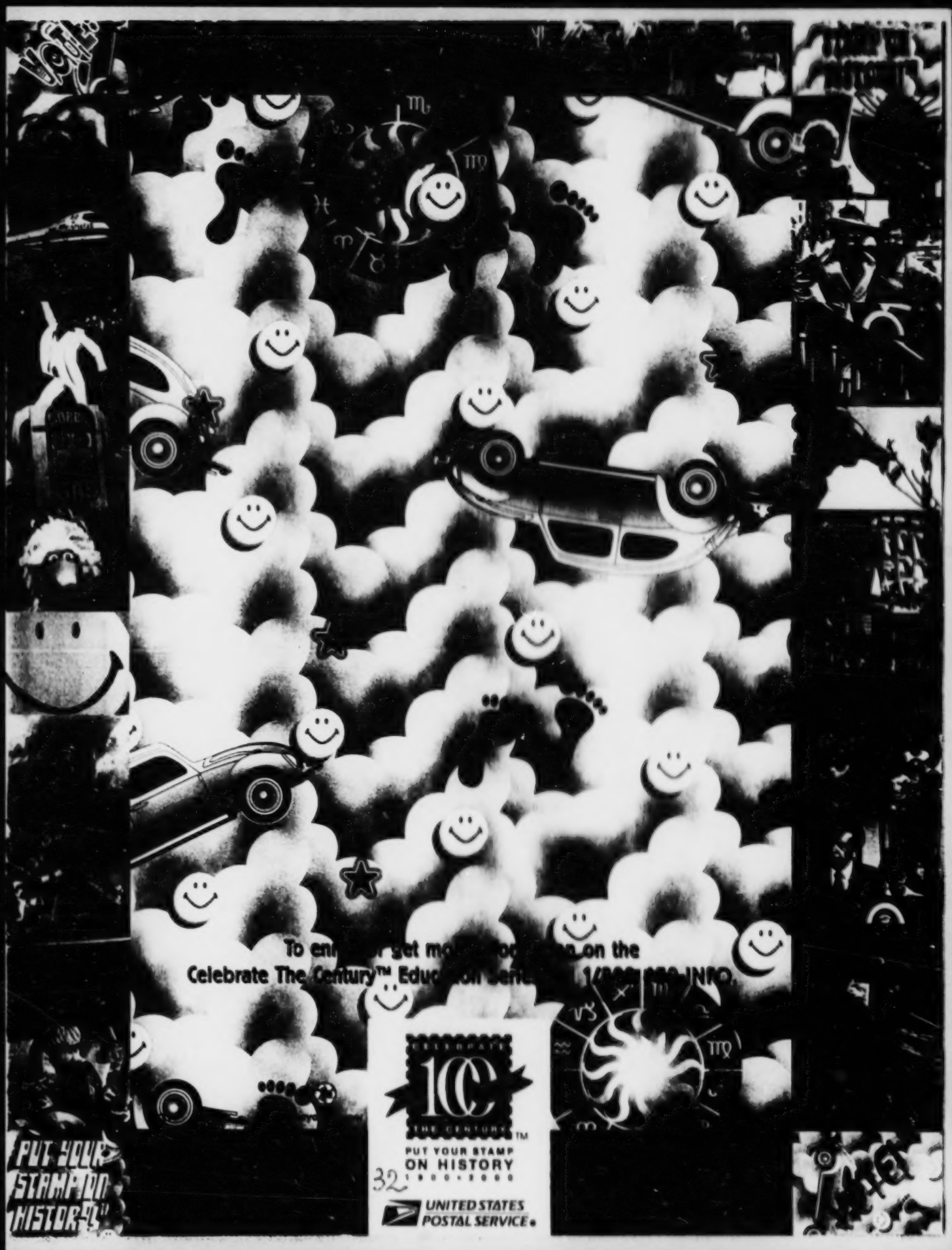
Stamp Time Online: There are many Celebrate The Century™ activities for you and your children to explore on the Internet.

U.S. Postal Service: <http://www.usps.com/ctc>
Information, games, stamps, and more decade-specific activities for kids and parents.

Microsoft® Encarta® Online: <http://encarta.msn.com/ctc>
Get the facts on each decade, download the curriculum kit, and play Encarta Challenge.

Vote Online: <http://stampvote.msn.com>
Go to Microsoft Network's StampVote to cast your ballot electronically. Vote as often as you'd like. Use the ballot available at your local post office and the online version, too.

National Geographic World
<http://nationalgeographic.com/world>
Find activities on the Web site of this great student magazine.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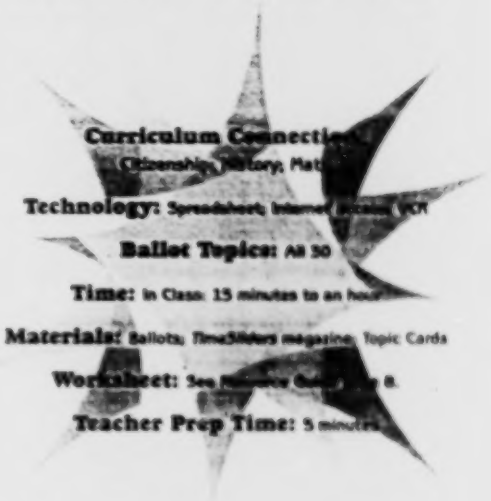
LESSON 1

CELEBRATE THE CENTURY™ VOTE

Objective: To raise consciousness regarding voting rights and discrimination while acquainting students with all 30 ballot topics



Please make sure that your students participate in the CELEBRATE THE CENTURY™ vote for the 1970s. Your class' vote is the only way the U.S. Postal Service can evaluate whether or not you liked and used this program. The voting deadline is September 30, 1998.

You do not need to complete any lesson in order to have your class vote. If you do not have enough time to complete lessons before the vote, you may do any of the following:

- **EXPLAIN** the U.S. Postal Service's CELEBRATE THE CENTURY voting program to your class. Be sure to tell children that their votes carry the same weight as adult votes. Distribute the student magazines and give students 15 minutes to read them. Distribute ballots and vote.

- **EXPLAIN** the U.S. Postal Service's CELEBRATE THE CENTURY voting program to your class. Be sure to tell children that their votes carry the same weight as adult votes. Distribute the Topic Cards to your students and give them time to read and share them. Distribute ballots and allow students to reference the Topic Cards as they vote.

- If you have limited time for lessons before the vote, try Lesson Two, "A Circle Story" and Lesson Nine, "Secret Stamp Talk." Both of these lessons give an overview of all 30 stamp ballot topics. These lessons are high-energy fun and require no prep time or homework.

Our ability to continue to offer free, high-quality educational materials to United States teachers depends upon your participation.

- **TO EXTEND** the lesson, ask all students to record what ballot topics they voted for on the master chart. (See worksheet page 8.) Once your master chart is complete, ask students to express the class' results mathematically. They might compare percentages of votes for different ballot topics, or graph results (girls vs. boys, for example).

- **TECHNOLOGY EXTENSION:** Students can use a spreadsheet to chart what ballot topics they voted for. Also, they can vote online at <http://stampvote.msn.com>. Approximately six weeks after the balloting ends, see how the country voted at <http://www.usps.com/ctc>.

- Political elections are coming up. Students might look for election and campaign Web sites to see how each candidate is represented. They can watch for campaign TV ads. Use a VCR to tape these commercials and discuss them in class. What—and how—do the ads communicate?

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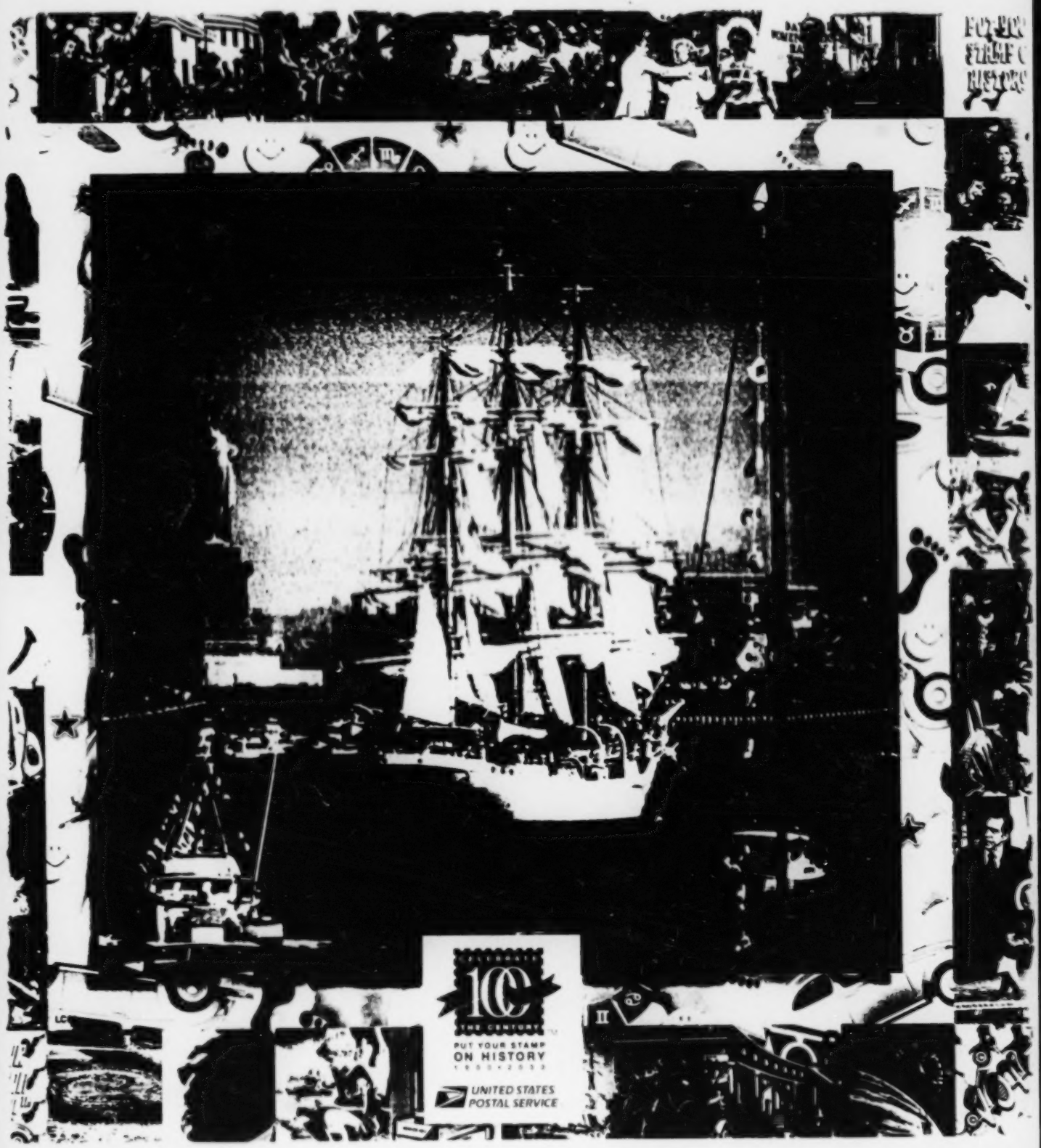
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LESSON 2

A CIRCLE STORY

Objective:
To develop spontaneity and free-writing skills as students get an overview of the 1970s and the ballot topics.

Curriculum Connection:
History; Language Arts

Technology:
Word processor; page-layout software; Internet access

Ballot Topics: All 50

Time: In Class: One or two class periods

Materials: Topic Cards; pad of paper; pencils

Teacher Prep Time: 5 minutes

TO BEGIN, arrange the class desks and chairs into a circle, if possible. Put a pad of paper on each student's desk. (If you have enough computers, you can do this lesson in a computer lab.)

EXPLAIN to students that they are going to create "circle stories." Every student contributes only one sentence to each story. Stories will be based on the 1970s Topic Cards.

DISTRIBUTE your 1970s Topic Cards and give students time to read them. Then have each student name and explain his or her ballot topic.

Give students a "dry run." Ask someone to volunteer the first sentence of a story based on his or her Topic Card. Encourage children to use the first thing that comes to mind. The sentences can express real situations, or they can express fantastic, impossible, or silly ideas. The only rule is that they must be about the ballot topic.

Some examples might be "A little girl was taking her first trip on a jumbo jet," or "Sam loved to play soccer."

ASK another student to add a second sentence. For example, "Sam loved to play soccer" might be followed by sentences such as "He played every day after school," or "One day, the soccer ball began to talk to Sam."

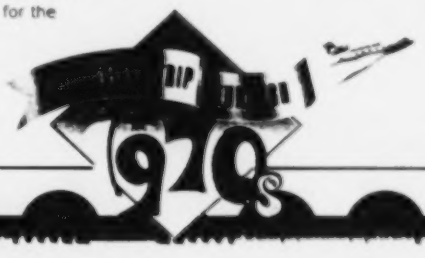
Proceed in this way. Each student writes down a sentence based on his or her Topic Card. On the teacher's signal, students rise and move one chair to the right, carrying only their pencils. The Topic Cards should remain on the desk next to the composition.

After moving to the next chair, each student should sit, read the sentence, and add one sentence. After a minute, the teacher signals for the students to move again. The circle continues until all children have cycled back to their own seats. If your class is too big to finish one circle story, create two concurrent circles.

TO CONCLUDE, ask children to read the compositions aloud. Did each story stick to the topic?

TO EXTEND the lesson, ask your students to do library or Internet research on their topic cards. Each student then might write his or her own "historical fiction" story based on the research.

TECHNOLOGY EXTENSION: Students can write individual or team stories about the ballot topics from the perspective of 1970s students. They can use a word processor to write and revise and then use page-layout software to create a 1970s classroom magazine.



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LESSON 3

Earth Day Every Day

Objective: To better understand the concerns of Earth Day.

The first Earth Day on April 22, 1970, helped to mark the emergence of the modern environmental movement. (See 1960s Topic Card "Rachel Carson" and 1970s Topic Card "Earth Day.") Begin these science activities to celebrate the autumn equinox (September 23, 1998) and continue them throughout the school year to learn about the earth's environment.

EARTH'S HISTORY: Humans are newcomers on earth. Create a time line of earth's history—as long as a wall in your classroom! Begin with the creation of the solar system and the earth. Children can draw pictures and write down events leading up to the present.

HOW MANY ARE WE? Use dried beans to demonstrate our population explosion. In 1990, earth's human population was 5 billion. (America's population in 1998: approximately 269,310,000.) At our current birth rate, earth's human population doubles every 30 years. Allow students to count out as many beans as they can in five minutes. Add everyone's total. Then ask the class to figure out how long they would all have to count without stopping to reach 5 billion! How many people will populate the earth in 2020? In 2050? Have children make piles of beans that represent earth's human population every 30 years (one bean = one billion people), beginning with 1990.

ARCTIC HEAT: Demonstrate how global warming—the result of increasing amounts of atmospheric carbon dioxide—might cause the world's oceans to rise. Ask students: If global warming causes polar ice to melt, which would cause the oceans to rise: The melting of ice that floats in the oceans, the melting of the glacial ice caps on the land, or both? Fill two glasses with water. Put two large ice cubes in one and suspend two large ice cubes above the other in a sieve or funnel, so it can drip into the glass. Mark the water level on both glasses. Put both in a warm place and allow the ice cubes to melt. Did both water levels rise?

TO CONCLUDE, plan a festive parade for Earth Day. Feature recycling and alternative energy sources with wild and crazy costumes.

Curriculum Connection:
Art; Citizenship; Math; Science; Social Studies; Teamwork

Technology: Internet access

Ballot Topics: "Earth Day"

Time:
One or several class periods, depending on activity

Materials: Various, depending on activity

Worksheet:
See Resource Guide page 9 for more activities.

Teacher Prep Time:
Various, depending on activity

TO EXTEND the lesson, involve children with research on topics such as fossil fuel pollution and alternative energy sources. How have attitudes toward the environment changed since the Industrial Revolution?

TECHNOLOGY EXTENSION

See the "popclock" for U.S. and world population information at <http://www.census.gov/cgi-bin/popclock>. Participate in the fifth Internet Earth Day Groceries Project!

See: <http://www.halcyon.com/arborhts/earthday.html> for details.

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LESSON 4

Puppet Theater

Objective: To explore historical topics in a light and creative way

Puppet theater is a great way for children to become involved in history and to develop their verbal skills. It may help shy students in particular.

TO BEGIN, tell students that they are going to do a puppet theater show to explore the 1970s. Distribute the Topic Cards and solicit student ideas for a show. Here are some suggestions:

• ***Roots***: Students create a show from their own cultural heritage. Ask: Where do your ancestors come from? Is there an interesting immigration story in your family's past? Were your ancestors slaves, as in the mini-series *Roots*? Students might show what life was like before their ancestors came to America. Or they might create a show out of a folk tale or myth from their ancestors' place of origin.

• ***A Chorus Line***: Students might create a puppet musical. The show could be a series of songs students already know. Or students might create songs. They can write lyrics to familiar music. Songs might express the personalities of their puppets.

• ***The Great Debate:*** Puppet theater makes a great forum for debate. Puppets can say things we might not really say—or even believe! Have some puppets debate a 1970s issue, such as women's rights or whether *Pioneer 10* will ever run into alien life in outer space.

Have students work in teams of two to four people. Group them according to what kind of show they want to do. Once your students have decided on their puppet theater ideas, they should make their puppets. To create puppets, see Resource Guide pages 10 and 11.

Working with their puppets, students should write the puppet dialogue. The actual "theater" might be made from a large painted cardboard box. Or it could be as simple as two desks draped with a large tablecloth. A painted picture on the wall can provide the backdrop.

Curriculum Connection:
Art; History; Language Arts; Research; Teamwork

Technology:
VCR; computer animation software

Ballot Topics: All 30

Time: In Class: Six to ten class periods

Materials:
Various puppet-making materials (see worksheet); large cardboard box or tablecloth; paint; Topic Cards; writing materials

Worksheet: See Resource Guide pages 10–11.

Teacher Prep Time: Half an hour

Give students time to rehearse. To conclude, perform your puppet shows for other students and parents.

TO EXTEND the lesson, have students keep their puppets and theater. Throughout the year, the class can stage other puppet-theater debates or stories based upon ongoing social studies topics.

TECHNOLOGY EXTENSION: Use a camcorder to tape the puppet shows and play the tape on a VCR. Students could call a local cable station and ask them to air the tape locally. If you have animation or movie-making software, students can use it to create dramatizations on their computers.

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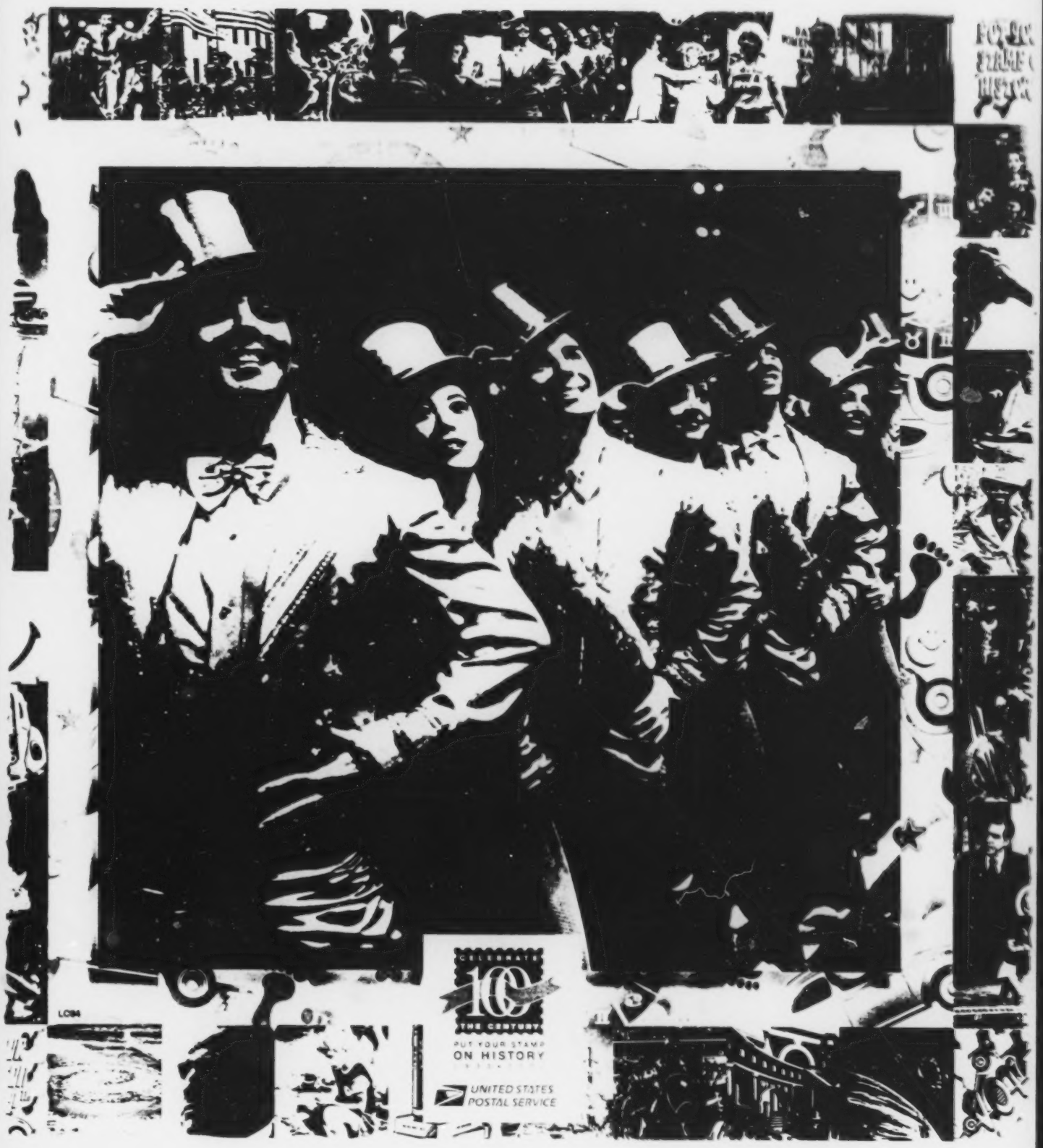
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LESSON 5

VOICE OF THE DECADE

Objective: To build organizational, writing, and presentation skills while exploring the U.S. in the 1970s

Curriculum Connection:
Geography; History; Language [illegible] Research; Teamwork

Technology:
Word processor; VCR; [illegible] access

Ballot Topics: [illegible]

Time:
In Class: Three to five class periods; At Home: Two weeks.

Materials:
One or two tape recorders; a tape for each team; writing materials; research materials; (optional) sound effects records

Worksheet: See Resource Guide page 12.

Teacher Prep Time: 15 minutes

TO BEGIN, discuss National Public Radio (NPR), created in the 1970s. (See Topic Card) Students will create their own NPR show all about the 1970s, called "The Voice of the Decade."

DISTRIBUTE the 1970s Topic Cards and discuss. Divide students into teams based upon which ballot topics they want to explore. Each team will then create a two- to three-minute news story about its topic.

Review your students' research options: library sources, online sources, and personal interviews. Teams should research their topics to find out as much as possible about them.

REVIEW the worksheet (Resource Guide page 12), which will help students to format their news reports. Have students share ideas and resources for creating background noise for their radio broadcast. (Some libraries have sound-effects records.) Have class create their radio station's call letters. (In America, the first call letter must be a "K" or a "W.")

One student might serve as an MC for the Voice of the Decade show. She or he might give an overview and introduce each team's segment.

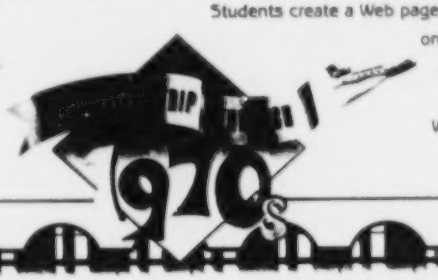
HELP each team write its radio script. (All team members should speak.) Check their worksheets before they begin. Make sure they write dialogue, not an essay. Once the radio script is complete, give teams a chance to practice on tape and play it back. Encourage students to speak slowly and enunciate clearly.

Schedule taping of the final broadcast. You might have each team tape its own segment on a separate tape. With a second tape recorder, the MC could put all the segments onto one master tape with the MC's introduction and comments in between segments.

TO CONCLUDE, play the finished tape for the class. You might invite guests to listen. Ask your principal if she or he will play segments of the tape on morning announcements.

TO EXTEND the lesson, have students use the same research to create a newspaper as well. They might find old photos or create pictures to go along with articles. Then have your class examine the similarities and differences between radio and newspaper communications.

TECHNOLOGY EXTENSION: Students can use a word processor to create scripts. They can also create a videotape of community news. Ask a local cable station to broadcast it! For extra excitement, join Community Share Web. <http://www.gsn.org/csw> Students create a Web page about their community. They choose from one of eight topics, work in teams, fill out the form, and post the page—either on their school's Web site or on a Community Share Web site.



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LESSON 6

Paint By Numbers

Objective: To build math skills by using math as a creative tool

TO BEGIN, bring pictures of photorealist paintings to class (e.g., work by Chuck Close). Read Photorealism Topic Card aloud. Tell the class that they are going to create their own photorealist "blowup" pictures. Tell them that math is going to be their most important art tool in this project!

Take a photograph of each child against a plain wall. Get a close up of the child's face.

Once the photos are developed, distribute them and the photocopied directions (Resource Guide pages 13–14). Have students trim photos to whole-number dimensions in centimeters. Discuss the directions with the class before children begin.

Check each child's work before she or he proceeds further at worksheet directions #4, #5, and #6.

- Direction #4: Make sure blowup frame is square at corners.
- Direction #5: After child marks off centimeters on all four sides of photograph and before she/he draws grid, check to be sure that grid will be correct. Photograph grid must be drawn with ink.
- Direction #6: After children mark off 10-centimeter increments on their blowup frame, check to see that the blowup grid will be correct. Be sure they use pencils to draw the blowup grids.

DEMONSTRATE direction number nine on the worksheet. Use one of the children's photographs with the grid drawn on top. Find a point on a feature (eye, ear, nose) in the photograph. Measure the distance from the square's top and side to that point. Multiply these two measurements by ten. Find the corresponding point in the corresponding blowup square and mark it. Note that if children mark several points accurately, they can almost draw a feature by "connecting the dots."

After drawing their pictures in pencil, children should color in their pictures with markers, crayons, or paint. As they go, they can erase the pencil grid marks.

Children do not have to finish the entire blowup picture to learn from this project. For a quick finish, they can paint all unfinished squares with a background color.

Curriculum Connection: Math; Art

Technology Extension:
Computer art software; Internet access

Ballot Topics: Photorealism

Time: In Class: Three to five class periods

Materials:
Camera; clear tape; pens and pencils; large paper, such as a roll; rulers showing centimeters; a yard stick or another long straight edge; colored markers, crayons, or paint. (Note: Be sure students trim their prints to whole-number dimensions in centimeters, such as 10x15 cm or 8x13 cm, but not 8 1/2 x 13 1/2 cm.)

Worksheets: See Resource Guide pages 13–15.

Teacher Prep Time: 30 minutes

CONCLUDE the project by displaying the students' photorealist blowups in the hall next to their photographs.

TO EXTEND the lesson, have student measure something big, such as a piece of outdoor playground equipment or their classroom, and make a small scale model of it.

TECHNOLOGY EXTENSION. Students can create artwork using a painting program on a computer. Or they can use the U.S. Postal Service's "Design A Stamp" feature at <http://www.usps.com/ctc> to print out a stamp frame; they can use the frame to create a picture to submit to the Postal Service. Be sure students add postage information to their stamps! Send designs to: Design A Stamp, United States Postal Service, 475 L'Enfant Plaza, SW, Room 10501, Washington, DC 20260-3100.

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LESSON 7

UNDERSTANDING TECHNOLOGY

Objective: To develop research skills as well as scientific understanding

Curriculum Connection:
Language Arts; Research; Science; Social Studies; Teamwork

Technology:
CD-ROM encyclopedias; Internet access; presentation software

Ballot Topics:
All four Science and Technology topics

Time:
A long-term project in class and at home

Materials:
Writing materials; research materials; presentation materials

Worksheets: See Resource Guide pages 16 and 17.

Teacher Prep Time:
Minimal prep time; ongoing work with students

DIVIDE the class into four teams. Assign each team one of the Science and Technology ballot topics. Give each team the appropriate Topic Card to read. Tell the teams they are going to research their topics and to create a presentation for the class.

Brainstorm research methods, places, and sources with your students. Each team should conduct at least one interview as part of its research. With their parents' permission, students might interview people over the phone or in person. (Review "Interview Safety and Courtesy" on the worksheet.)

Here are some research sources that are easy to access:

- The school library and the public library.
- The librarian.
- Encyclopedias, in print and CD-ROM.
- Parents.
- Internet resources using school, library, home, or a friend's Internet connection.
- Government agencies that students can telephone or write to.
- The public relations department of any major corporation.
- Technicians in local repair shops.
- Local doctors and hospitals.
- Pilots at a small, local airport.

ASK students to research the science behind the technology, as well as the history of the technology itself. For example, how does an airplane fly? How does a VCR hold and replay visual images?

DISTRIBUTE and review the worksheets with your students (Resource Guide pages 16 and 17). As a class, discuss who each team might interview. Review the how-to's of research interviewing.

After completing its research, each team should put its presentation together. Which material should come first? Who should say what? (Each student must participate in her or his team's presentation.) Do they have any props, pictures, or slides for the class to look at? Allow each team to practice its presentation for you. You can then coach them on organization and speaking skills, or send them back to do more research if anything is unclear.

TO CONCLUDE the lesson, have each team give its presentation to the class.

TO EXTEND the lesson, have students turn their presentations into a Technology of the Seventies newspaper. Each team would author an article based on their presentation. Students might include pictures as well as text.

TECHNOLOGY EXTENSION Have students use a CD-ROM encyclopedia or Encarta Concise at <http://encarta.msn.com/ctc> to research the topics. They can also search the Internet for Web sites that relate to their choice of topic. Students might use presentation software to prepare and deliver their reports.

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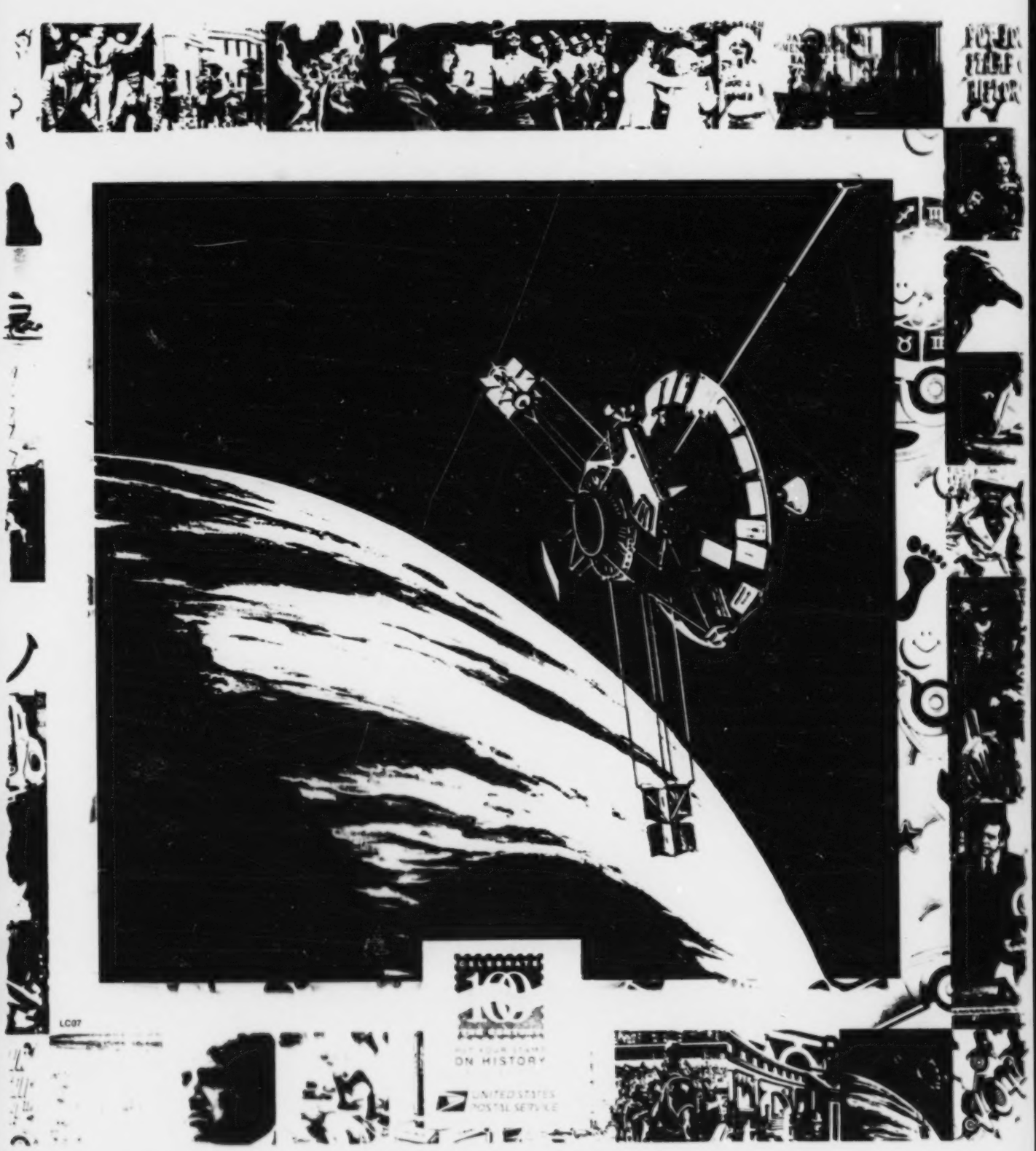
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LESSON 8

TREE OF PREJUDICE, TREE OF FREEDOM

Objective: To illustrate prejudice as a process that is reversible

BEGIN by discussing diversity in America. Ask: What kinds of differences do we have? (Different genders, religions, ethnic backgrounds, races, homes, kinds of foods, family structures, etc.)
Where in America do different kinds of people come from? (Europe, Africa, Native American, etc.) In what states and parts of America do different kinds of people tend to live? (For example, immigrants may settle close to the place of immigration.) Why? (Relatives, language, familiarity, work, etc.)

Go on to discuss prejudice. What is prejudice? Ask for opinions. Ask for a dictionary definition. Review ballot Topic Cards such as the "Women's Rights Movement," the "Opening of China," "*Roots*," and "*All in the Family*."

What might cause a person to be prejudiced? What kinds of behaviors are prejudiced behaviors? What might the results of prejudice be? Write these answers on the board.

Telling children that they are going to draw two big trees: the Tree of Prejudice and the Tree of Freedom.

HELP children draw two bulletin-board sized trees on paper. Each tree should have fat roots, a trunk, branches, and "fruit" hanging from the tree. Make sure each part of the tree leaves provides space in which to write.

Beginning with the Tree of Prejudice, fill in the roots with causes of prejudice, the trunk and branches with the behaviors of prejudice, and the fruit with the results of prejudice.

Move on to the Tree of Freedom by countering each cause with a cure, each prejudiced behavior with a "free from prejudice" behavior, and each negative result with a "free from prejudice" result. Fill in the Tree of Freedom's roots, trunk and branches, and fruit with these answers.

TO CONCLUDE, invite another class to view your bulletin board.

Curriculum Connection:
Art; Citizenship; Geography; Research; Social Studies
Technology:
CD-ROM encyclopedia; Internet access; word processor; presentation software
Ballot Topics:
"Women's Rights Movement," "Opening of China," "Roots," "All in the Family"
Time: In Class: One or two class periods
Materials: Topic Cards; large roll of paper; markers
Teacher Prep Time: 15 minutes

TO EXTEND the lesson, ask student-teams to do additional research on prejudice. Who else besides African Americans in the United States has suffered from prejudice? (Women, racial and ethnic groups such as Native Americans, Puerto Ricans, and Asians, immigrant groups such as the Irish, religious groups such as Jews and Catholics, etc.) Where in the U.S. is such prejudice common? Ask teams to report back to the class.

TECHNOLOGY EXTENSION Have students use a CD-ROM encyclopedia or Encarta Concise at <http://encarta.msn.com/cic> to research the topics. The Census Bureau has a 60-second video that points out what the bureau measures at <http://www.census.gov/pubinfo/www/video/zone.html>.

Maps that indicate the concentrations of various racial and ethnic groups are located at <http://www.census.gov/geo/www/mapGallery/RHOrginPD-1990.html>.

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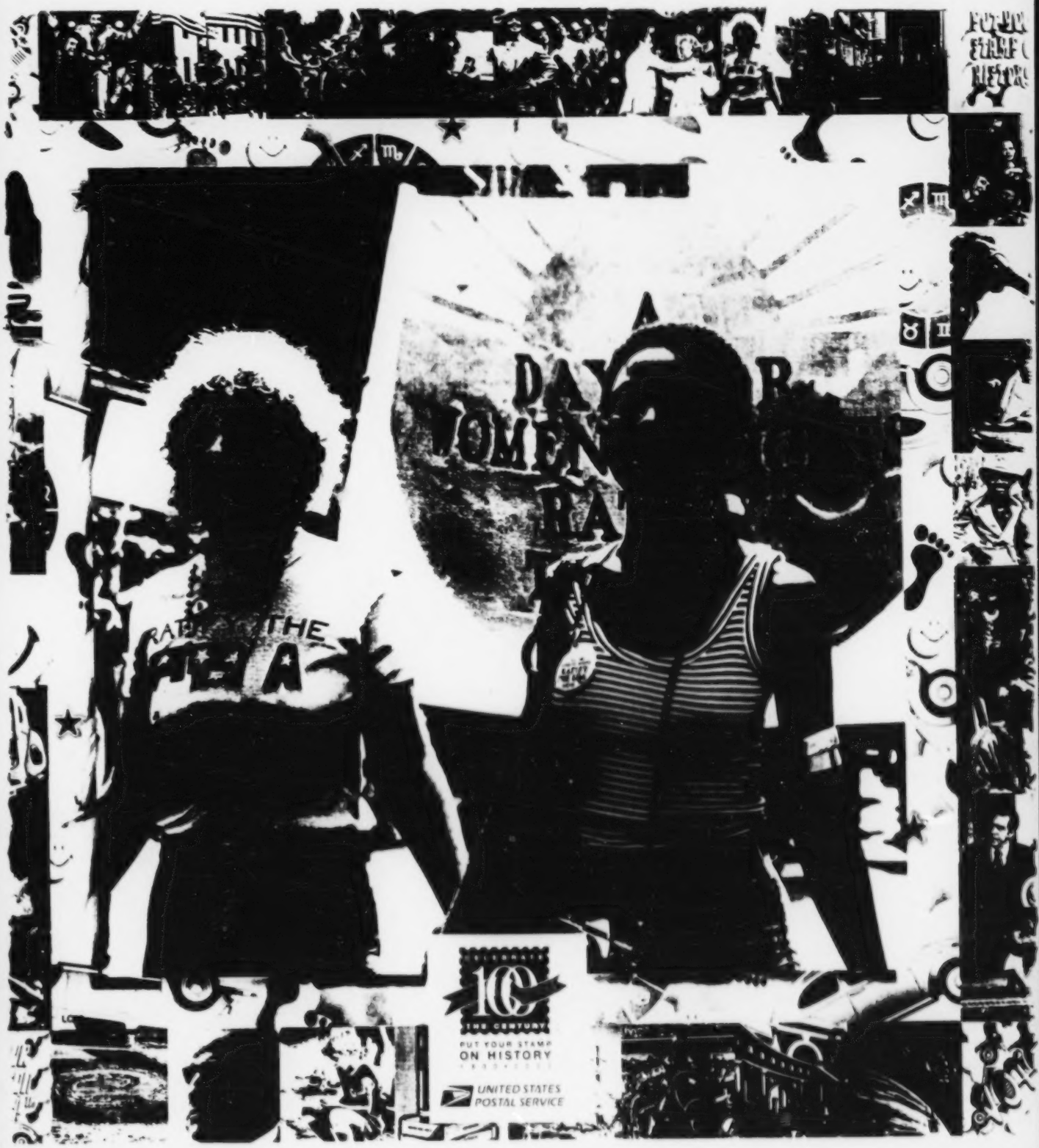

10
21ST CENTURY
PUT YOUR STAMP
ON HISTORY
UNITED STATES
POSTAL SERVICE

LESSON 9

Secret Stamp Talk

Objective: To build skills in using descriptive and detailed language

Curriculum Connections: Art; Language Arts; History; Teamwork

Technology: Internet access

Ballot Topics: All 30

Time: In Class: Two or three class periods

Materials: Topic Cards; art materials; writing materials

Teacher Prep Time: 5 minutes

TO BEGIN, discuss descriptive language with the class. Ask them to describe some things in the classroom using only words (no gestures). Discuss the relative nature of words like "big" and "little." What words are more specific?

Tell students that they are going to play an art and word game called "Secret Stamp Talk."

DISTRIBUTE the Topic Cards to your students. After students read the cards, ask them to create the stamp art that they would like to see represent that ballot topic. Caution students to keep their pictures secret!

Students may use elements from the Topic Card pictures, but encourage them to create original pictures. More than one student may use the same Topic Card. Remind students to hide their pictures from each other.

After students have finished their pictures, collect the Topic Cards. Ask each student to write a description of his or her picture. Tell them that another student is going to read the description and try to draw the exact same picture! Therefore, the descriptions should be clear and detailed.

After students have finished writing their descriptions, ask them to put away their original pictures where no one will see them.

Have children pair off and exchange picture descriptions. Ask children to read the descriptions and to re-create the picture described.

When the children finish their new pictures, ask everyone to take out their originals. The paired-off teams should get together and compare pictures. How are they the same? How are they different? Ask teams to discuss the language in the descriptions. What was helpful? What misled them?

After student-pairs discuss their pictures and descriptions, have the class as a whole share its experience. In particular, discuss what descriptive language helped to reproduce the picture and what language was misleading.

TO CONCLUDE, create a "Secret Stamp Talk" bulletin board in the hallway. Hang paired pictures together with the written descriptions. Post an introduction that explains the game as well.

TO EXTEND the lesson, continue practicing descriptive language. Have children bring pictures into class to describe, then show. Or they might describe an object hidden in a bag while others guess what it is. Students who have traveled to interesting places might describe them as others try to draw pictures from the description.

TECHNOLOGY EXTENSION: Students can use the U.S. Postal Service's Web site: <http://www.usps.com/cic> to design and color their stamps. Or they might write about their favorite stamp subjects with the Favorite Stamp Page. Students can print out their work for a classroom bulletin board. To learn more about stamps, look at the "Stamps Alive" and "Stamps Online" features.

LESSON 11

FUN IN THE SEVENTIES

Objective: To celebrate our history!

Plan a half-day or a whole day to celebrate the 1970s with a 1970s festival. Have students take photographs during the festival to create a final poster. To get ideas for your festival, review your Topic Cards. Ask family members what they remember doing in the seventies. Here are some suggestions:

- Come to school dressed in seventies fashions: bell bottoms, platform shoes, and polyester.
- Watch a short segment of *Roots* on a VCR. Discuss the long-lasting effects of slavery on our society.
- Find out whether anyone has an old BetaMax machine at home with a tape that works. Bring it to school and play it.
- Hold a Women's Rights Movement debate. Here are some questions for debate: Should girls play side by side with boys in all sports on all teams? Should a busy city fire department lower height and strength requirements that discriminate against women? Should women in the U.S. Armed Forces fight in armed combat?
- Plant some hardy plant seeds or bulbs in honor of the first Earth Day, April 22, 1970. Let them grow indoors; take them outside and transplant them around the school on Earth Day 1999.
- Play a three-point soccer game, or go for a jog around the school.
- Create and wear smiley face pins.
- If you made puppets, put on a puppet show. Invite another class to watch.
- Create and present an "alternative energy sources" booth about wind power, solar power, and nuclear power.
- Celebrate with a disco party! Play seventies disco music and learn seventies dances. Invite people who know a few seventies dances, such as the Hustle and the Bump. Ask them to demonstrate and to teach.

Curriculum Connect
Art Hist[illegible]nguage Arts; Music; Phy[illegible]ducation

Technology: Audio tape; VCR; computers

Ballot Topics: All 30

Time: In Class: Half a day to a full day

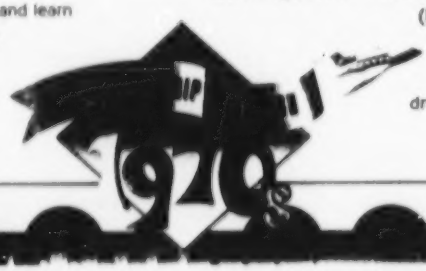
Materials: Various, depending upon activities

Teacher Prep Tim
[illegible]al hours. Parents might [illegible]

TO CONCLUDE the lesson, make a giant poster with photos. Have all students take at least one photograph during your festival. Allow each student write a little note on the poster about his or her pictures or about the 1970s.

TO EXTEND the lesson, get a team of students together who will commit to learning one or more of the seventies dances. Have the dance team name itself. Help them find a teacher. Set a date for their dance demonstration for the class.

TECHNOLOGY EXTENSION: Use different technologies to enhance these events. Play your "NPR radio broadcast" (Lesson Five), or tape students celebrating and show the tape on a VCR. You can use computers for many creative activities: writing, drawing, painting, presenting, and more.



CELEBRATE
10C
THE CENTURY
PUT YOUR STAMP
ON HISTORY
UNITED STATES
POSTAL SERVICE

Secretariat
1970s
SPORTS

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Monday Night Football
1970s
SPORTS
86

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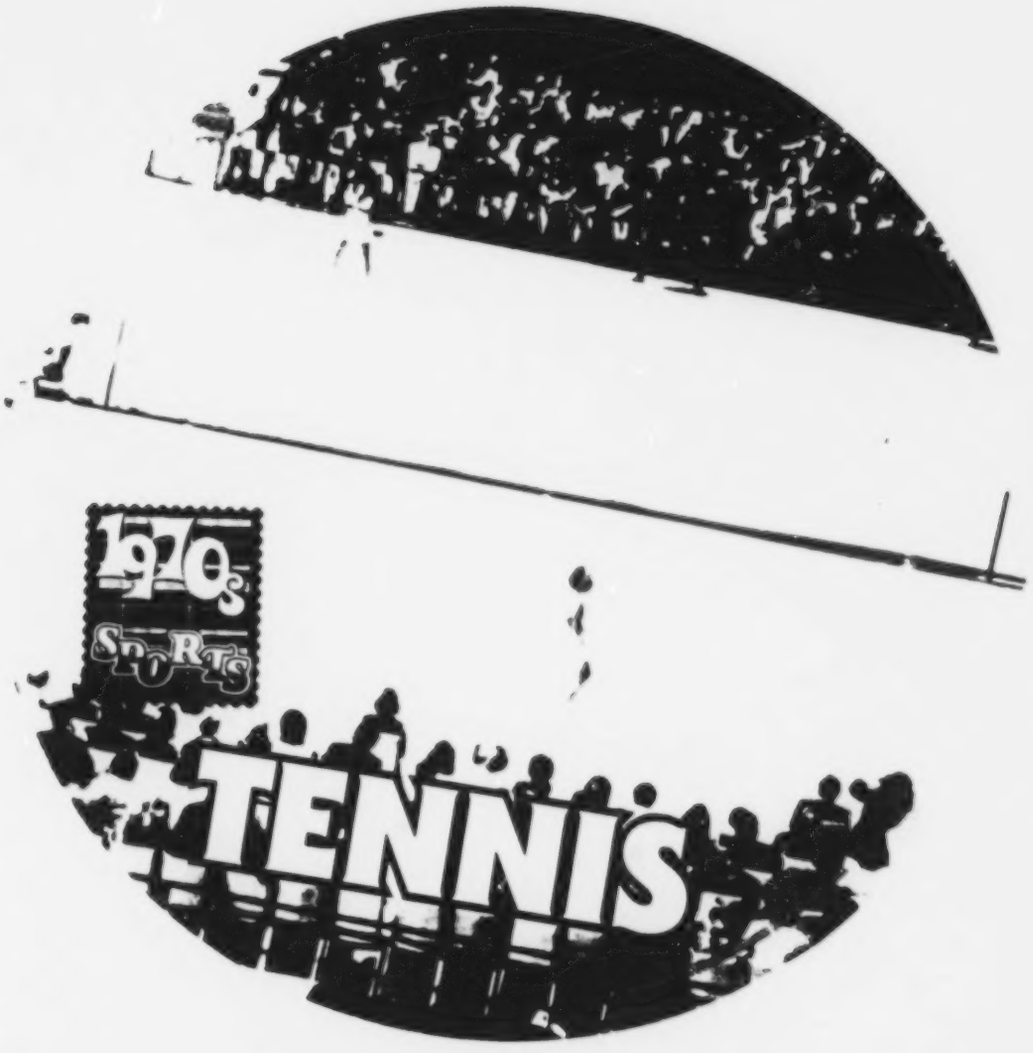

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For how many weeks was Jimmy Connors ranked Number 1? Find out at <http://comspan.com/BIGSTAR/TENNIS/JC.html>.

"Game, set, match." These words became familiar to millions of Americans in the 1970s. Many people took up tennis for the first time. Americans spent millions of dollars on equipment, clothing, and lessons. They had plenty of places to play: about 160,000 new tennis courts were built. Old traditions, like wearing all-white clothes and using wooden rackets, changed. People began wearing colorful clothes on the court. Yellow tennis balls replaced white ones, and players switched to metal rackets, which were more powerful. Many tennis pros were young. Jimmy Connors, Bjorn Borg, and Chris Evert were in their twenties.

In 1973, Billie Jean King beat Bobby Riggs in a match called the "Battle of the Sexes." King won $100,000. King worked hard to make the public take women's tennis seriously. Her efforts helped interest people in women's tennis and increase the prize money women earned.

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At the 1975 U.S. Open, Czechoslovakian tennis star Martina Navratilova defected to the United States. In 1975, Arthur Ashe, 31, became the first African-American player to win at Wimbledon. In 1979, Tracy Austin, 16, won the U.S. Open and became the youngest women's singles champion. The same year, 20-year-old John McEnroe became the youngest men's champion since 1948.

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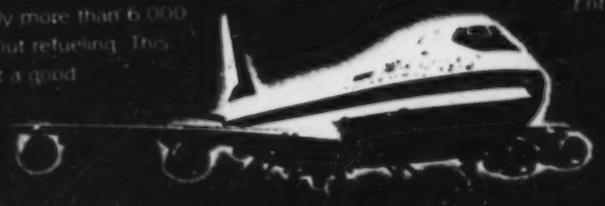
1970s
SCIENCE
TECHNOLOGY

"Jumbo" means big, and the Boeing 747 Jumbo Jet was a BIG plane. It could carry more than 570 people. What was the big deal? Well, the next largest airplanes at the time could only carry 200 passengers. Airlines began using the 747 in 1970. The plane could fly more than 6,000 miles without refueling. This made it a good



choice for long international flights. The new jumbo jet set distance and speed records, even though it weighed more than 700,000 pounds. Inside the plane, a spiral staircase connected two floors. The first floor had seats for passengers. On the second floor was a small lounge with room for 16 people.

- The aircraft and spacecraft industries were connected in the late 1970s. That's when Boeing modified a 747 to carry NASA's space shuttle "piggyback" style. The first space shuttle to be carried this way was the *Enterprise* in 1977.

- Airlines first used jumbo jets built by Boeing, but soon they began using jumbo jets built by two other companies: the Douglas DC-10 and the Lockheed L-1011.

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1970s
SCIENCE
TECHNOLOGY

In 1972, the Pioneer 10 spacecraft was launched. It was created to fly to Jupiter to collect scientific data. On its way, Pioneer 10 flew through the asteroid belt located between Mars and Jupiter. In 1973, it began sending the first close-up pictures of Jupiter to Earth. Ten years after it passed Jupiter, Pioneer 10 flew past Neptune and Pluto. It became the first man-made object to travel outside the known boundaries of our solar system. The Pioneer 10 mission was supposed to last less than two years. It has lasted much longer. Today, Pioneer 10 still works, though its power supply has grown weaker. When NASA ended the mission in March 1997, Pioneer 10 was about 6.2 billion miles (10 billion kilometers) from Earth. It took almost 10 hours for a signal traveling at the speed of light to reach Earth.
Pioneer 10 is only nine and one-half feet (2.9 meters) in diameter. It weighs only 570 pounds (270 kilograms).
There are no cameras on Pioneer 10. Instead, the spacecraft made images by measuring levels of light.
In case there is intelligent life on other planets, Pioneer 10 carries a plaque. It contains a picture of our solar system. It also carries a figure of a man and a woman.

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Medical Imaging
1970s

Click
Read about the inventor of the MRI, Raymond Damadian, in the Inventors Hall of Fame: <http://www.invent.org/book/book_text/3.html>
See some MRI images: <http://www.fonar.com/MRI/images.html>
<http://www.fonar.com/aboutfonar.html>

1970s
SCIENCE &
TECHNOLOGY

Read about Charles Ginsburg in the Inventors Hall of Fame: <http://www.invent.org/book/book-text/45.html> and read about some of the early video recording machines: <http://www.ssm.com/editing/museum/lobby.html> in the Museum of Early Video Editing Equipment.

Have you ever rented a videotape of your favorite movie and played it at home? Or taped a television show to watch it later? Videocassette recorders (VCRs) make this possible. The first successful VCR for home use was Betamax, made by Sony Corporation. Betamax was introduced in 1975. It was a big hit. Soon similar companies began making other VCRs, including Video Home System (VHS). VHS VCRs used a different kind of videotape cartridge than Betamax. VHS tapes had a longer recording time than Betamax tapes. Soon, more movies became available in VHS format. In time, VHS machines became more popular than Betamax.

- VCRs record programs by picking up electrical sound and picture signals and storing them on the videotape. The videotape is coated with iron oxide. When it passes through the VCR's recording heads, the iron oxide particles on the tape are magnetized into patterns. These patterns represent the picture and sound signals. When you play a tape, these signals are sent to your television. To invent this technology, people had to study a lot of math and science.

- By the end of the 1970s, 1 million American households owned at least one VCR.

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Smiley Face

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"Have a nice day!" This saying was often paired with the smiley face. The yellow and black smiley face was one of the happiest symbols of the 1970s. It was simply a line drawing of a smiling face: two black dots for eyes over a wide grin. The first smiley faces were used to help raise the spirits of office workers in the early 1960s. In the late 1960s, M.G. Slater Corporation began making yellow and black smiley face pins that quickly became a hit with the public. Later, more colors were added. The smiley face became even more popular in the early 1970s. Soon, the design popped up on items like mugs, note paper, jewelry, and clothing.

Advertising artist Harvey Ball designed the smiley face in 1963.

At first, the smiley face design was used by itself. Later, the phrase, "Have a nice day!" was added.

The smiley face was also known as the "happy face."

In 1971, the M.G. Slater Corporation introduced a smiley face pin with "action eyes," plastic eyes that moved.

In the 1990s, "retro" fashions—including styles like those worn in the 1960s and 1970s—have made the smiley face popular again.

Click **How do you make a smiley face in e-mail? What does a frown look like? See Helwig's Smiley Dictionary at <http://www.cg.bwsen.ac.at/~helwig/smileys.html>.**

POSTMODERN ARCHITECTURE
1970s
Lifestyle

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1970s
Lifestyle
Jogging

What are the best foods for joggers to eat? Find out at <http://www.kicksports.com>.

Jogging—running at an easy pace for fun and fitness—was one of the most popular ways to exercise in the 1970s. During this decade, many Americans became interested in taking care of their health and getting in shape. Jogging was a great way to do this. It helped control weight, reduce the risk of heart disease, and it just plain felt good. Many Americans read the best-seller *The Complete Book of Running* by Jim Fixx. Many joggers also competed in long-distance races called marathons.

In 1975, more than 2,000 people entered the yearly Boston Marathon. In 1979, close to 8,000 people signed up. Marathon champions like Bill Rodgers became heroes.

Jogging became so popular that even people who didn't jog began wearing fashionable workout suits and athletic sneakers. Loose-fitting exercise outfits became all the rage. Running shoes became big business.

The 1977 edition of *The Complete Book of Running* sold almost a million copies.

1970s FASHION
1970s
Lifestyle

Platform shoes, "hot pants," and "leisure suits" were cool ("far out") 1970s clothes. There were many styles for women. Some, like the "midi" skirt, were long. Others, like "hot pants," were very short. Some men liked the leisure suit. Leisure suits were usually top-stitched in a contrasting color. They had loose-fitting jackets with large patch pockets and bell-bottom slacks. A polyester shirt with a big collar and platform shoes completed the look. Many of the fashions were "unisex." This meant that both men and women wore them. Unisex styles included hip-huggers, platform shoes, bell-bottom jeans, T-shirts, and pants suits. Many clothes were made from synthetic (man-made) fabrics like polyester double knits. These fabrics were easy to care for. Styles were casual and comfortable. There were many choices, reflecting the seventies slogan, "Do your own thing."

Long, layered hair was popular in the 1970s for both men and women. Blow drying added "lift." The "shag" and the "gypsy" were popular. In 1976, many women copied Olympic figure skater Dorothy Hamill's short haircut. The Afro was popular among African Americans. In this style, very curly hair was worn in a rounded shape.

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1970s
Lifestyle
DISCO

Disco music got Americans dancing during the 1970s. People went to nightclubs called discos to do dances like "the hustle" and "the bump." Disco music had a strong electronic beat. Lyrics urged listeners to "party," "get down," or "boogie" (another word for dance).

Unlike rock 'n' roll, disco was not usually performed live by a band. Instead people went to discos to dance to records played by disc jockeys. The disc jockeys were very important because it was their job to pick the right records to keep everyone dancing.

Colored lights and shiny mirrored "disco balls" made dancing more fun. The 1977 movie *Saturday Night Fever* helped make disco even more popular.

It starred John Travolta as a young man who loved disco dancing.

The *Saturday Night Fever* sound track sold more than 20 million copies.

It produced three number one hits for the Bee Gees: "How Deep Is Your Love," "Stayin' Alive," and "Night Fever."

Disco was influenced by a black music tradition called "The Philadelphia Sound" and the newer electronic music popular in Europe.

Some disco hits, like "Disco Duck" and "Kung Fu Fighting," were just for fun.

Disco music influenced much of the popular dance music of the '80s and '90s.

WOMEN'S RIGHTS MOVEMENT
RA-NO
PEOPLE & EVENTS

In the 1970s, the movement for women's rights began making the headlines. Women demanded equal rights with men in jobs, education, and family life. Groups like the National Organization for Women (NOW) fought to change laws that were unfair to women. They also demanded equal pay for equal work. In 1972, Congress passed the Equal Rights Amendment (ERA). The ERA would have made it illegal to discriminate against women. Women supported the bill in record numbers. Although the ERA did not become an amendment to the Constitution, many other laws were passed that opened up new opportunities for women.

Women began operating their own businesses. They started programs to help other women. They set up day care centers, battered women's shelters, and employment training programs. Sports programs like basketball and soccer were opened to girls for the first time.

In the 1970s, more women went to college and got jobs than ever before. Still, women continued to earn less than men. In 1973, a woman earned less than $6 for every $10 a man earned, even when they did similar jobs.

Click See a photo essay of women's leaders at < http://pathfinder.com/photo/essay/women/wom1.html>.

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WATERGATE
PEOPLE'S EVENTS

Click Read about Richard M. Nixon and Watergate at two sites: <http://www.whitehouse.gov/WH/glimpse/presidents.html> and <http://www.ipl.org/ref/POTUS/rmnixon.html>

Watergate was a political scandal that forced President Richard M. Nixon to resign the presidency. It changed the way Americans looked at politics. Nixon was a Republican. He wanted to be re-elected as President in 1972. During the 1972 election, a group of burglars was arrested for breaking into Democratic Party offices in the Watergate office building in Washington, D.C. The men were trying to "bug" the telephones. They wanted to hear what the Democrats were planning for the 1972 presidential election. The break-in was authorized by the President's re-election committee. It was only one of many illegal acts the president and some of his advisors had planned to help re-elect Nixon. The president insisted he did not know about the break-in or any other illegal acts. But secret tapes made at the White House showed that he did. The president helped his aides cover up their actions. Nixon resigned on August 9, 1974, when Congress prepared to vote for impeachment. (Impeachment is the first step to removing a president from office.) Nixon was the first and only president to resign in the nation's history. Some of his advisors went to jail. Vice President Gerald Ford became President. He pardoned Nixon.

PEOPLE
EVENTS

Visit the Earth Day Network to get ideas about how to observe Earth Day at your school: <http://www.cfe.cornell.edu/EarthDay/ednethome.html>.

"Save the Earth!" was the cry on the first nationwide Earth Day, held April 22, 1970. More than 20 million Americans showed they cared about the environment in many ways. They picked up trash and planted trees. They held giant parades and rallies. They biked or walked instead of driving cars. More than 1,500 college campuses and 10,000 schools participated in a nationwide "teach-in." Teachers taught students about possible solutions to problems such as air pollution and rapid population growth. More than 5 million students, from grade school to college, participated. Earth Day was the greatest single display of student activism in the nation's history.

- Earth Day organizers wanted people to conserve natural resources. They also wanted people to be aware of increasing threats to the Earth's ecosystems.

- Concern about environmental issues had been growing since the 1960's. Rachel Carson's book, *Silent Spring*, was published in 1962. It made Americans aware of the dangers of overusing chemical pesticides.

- Earth Day was the idea of Wisconsin Senator Gaylord Nelson. It was largely organized by a college student, Denis Hayes. Hayes left Harvard University to serve as national coordinator.

- Earth Day celebrations continue to help teach people about the environment and ways to help it.

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SUNOCO
CAR WASH
EL AVIV
1973
PEOPLE
EVENTS
OIL
SHORTAGE

In late 1973, the Organization of Petroleum Exporting Countries (OPEC) refused to sell oil to the United States. OPEC's Arab members were angry that the United States supplied Israel with arms during the Yom Kippur War. This embargo caused an oil shortage, because the U.S. got most of its oil supply from OPEC. The oil shortage caused an energy crisis. Fuel prices skyrocketed because gasoline and other fuels are made from oil. Americans waited in long lines at gas stations. To conserve energy, the speed limit on the nation's highways was dropped to 55 miles per hour.

The energy crisis also hurt the American economy. Oil was needed to manufacture products. When oil prices went up, so did the price of American goods. Even though OPEC lifted the embargo in March of 1974, it continued to raise oil prices. This added to inflation in America. (During inflation, the same amount of money buys less and less.) The government encouraged citizens to use alternative energy sources, such as solar power. New laws forced American automobile manufacturers to make more fuel-efficient cars. In Alaska, a pipeline was built so that we could use more American oil.

VOCABULARY: embargo, economy, inflation

OPENING OF
CHINA
PEOPLE
EVENTS

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BICENTENNIAL
PEOPLE
EVENTS

Look at the Declaration of Independence, signed on July 4, 1776, in the Library of Congress at <http://lcweb.loc.gov/exhibits/treasures/trt001.html>.

What do you call the nation's 200th birthday? The Bicentennial, of course! On July 4, 1976, the United States celebrated the anniversary of the signing of the Declaration of Independence. The Fourth of July was a special day. President Gerald Ford gave a speech at Independence Hall in Philadelphia, Pennsylvania. At 2 p.m., the Liberty Bell was struck. Its sound was joined by those of other bells across the country. Thousands of boats crowded into New York Harbor to see the sailing ships of Operation Sail. It was even more exciting at night. Fireworks lit up skies from coast to coast. Red, white, and blue lights shone on the Statue of Liberty while *The Star-Spangled Banner* played. In Boston, more than 400,000 people watched fireworks over the Charles River.

the United States.

Some events were just for fun. Bakers in George, Washington, made an 8-foot-square cherry pie. In Baltimore, Maryland, a crowd got to taste a 62,000-pound cake.

The celebration lasted all year. Americans showed pride in their country in many ways. They fixed up Main Streets and historic buildings. They made history exhibits. They held parades and picnics.

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How many Super Bowls did the Steelers win in the 1970s? Look under Super Bowl in Encarta Concise at <http://encarta.msn.com/cic>.

What is a "Steel Curtain" and what is it made of? No, it's not a curtain made out of steel. It's the nickname for the defensive line of the Pittsburgh Steelers, and it is made out of men. In the 1970s, the Steelers were the best team in professional football. The team was the American Football Conference (AFC) champion four times during the 1970s. They won the Super Bowl in 1975, 1976, 1979, and 1980. Until then, no other team had ever won four Super Bowls. The Steelers had not always been successful. They began to win after they added new, young players in the early 1970s. Among them were star quarterback Terry Bradshaw, running back Franco Harris, and defensive tackle "Mean" Joe Greene. Greene was a leader of the Steelers' "Steel Curtain" defensive line. On offense, Harris ran the ball and Bradshaw threw it to the Steelers' wide receivers, Lynn Swann and John Stallworth. Head coach Chuck Noll was considered by many to be a defensive genius. Bradshaw, Harris, Greene, and Noll now are honored in the Pro Football Hall of Fame.

The American Football League (AFL) merged with the National Football League (NFL) in 1970. This brought lots of new, young players into the NFL.

PHOTOREALISM
1970s
ARTS &
ENTERTAINMENT

In the late 1960s, a group of artists began to make paintings that tricked the viewers into thinking they were looking at photographs. The artists were called Photorealists, and their style of painting became well known during the 1970s. Photorealists often painted directly from photographs. This means they used photographs of their subjects, not the real subjects themselves, as their models. Photorealist paintings looked like the photographs that were used to create them.
did almost the opposite! Richard Estes often painted everyday scenes. Chuck Close's paintings were big, sometimes eight feet high. They seemed so real that viewers had to look closely to see if the picture was a photograph or a painting. Audrey Flack painted people, but sometimes she photographed a still life (different non-living objects set up together). She projected the slide onto a canvas. Then she painted over the projected image to create her painting.
was hard to tell what the subject was in many Abstract Expressionist paintings. Photorealist painters such as Richard Estes, Chuck Close, and Audrey Flack
known as new realism, hyperrealism, or even superrealism.

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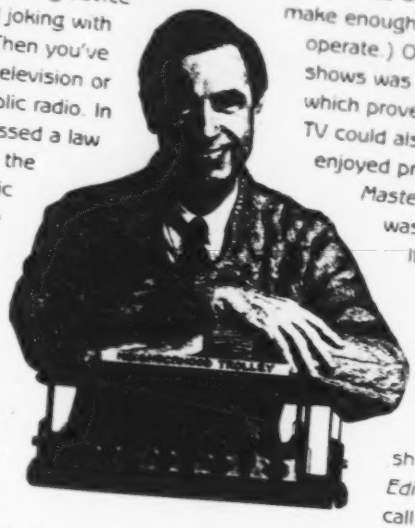
1970s
ARTS &
ENTERTAINMENT
A Chorus Line

Who were the other Pulitzer Prize winners in 1976? Look them up at: <http://www.pulitzer.org>
Click
13

PBS
and
NPR
ARTS
&
ENTERTAINMENT

What are some of the famous shows from NPR and PBS? Check their Web sites at <http://www.npr.org> and <http://www.pbs.org>.



Have you ever seen *Wishbone* or *Mister Rogers' Neighborhood* on TV? Have you ever heard two brothers giving advice about cars and joking with their callers? Then you've watched public television or listened to public radio. In 1967, Congress passed a law that established the Corporation for Public Broadcasting (CPB). The CPB helped pay for the programming for both the Public Broadcasting Service (PBS) and National Public Radio (NPR). This allowed PBS and NPR to provide different kinds of news, educational, and entertainment programs than television or radio networks. Because stations, viewers, and CPB continue to help pay for these services, neither PBS nor NPR has any commercials. (Television and radio networks sell commercial time to advertisers to make enough money to operate.) One of PBS's first shows was *Sesame Street*, which proved that educational TV could also be fun. Adults enjoyed programs such as *Masterpiece Theatre*. NPR was established in 1970. Its first show was a news program called *All Things Considered*. Later, it added other programs, including a morning news show called *Morning Edition* and a weekly call-in show called *Car Talk*.

Today there are over 300 PBS television stations. 600 radio stations carry NPR programs.

1970s
ARTS &
ENTERTAINMENT

The TV sitcom *All in the Family* used comedy to talk about important social and political issues. The show made people think about problems like racism, sexism, and the Vietnam War. *All in the Family* was the first show on TV that discussed these subjects so openly.

The show starred Carroll O'Connor as Archie Bunker. Archie had many prejudices and was often rude. He was not afraid to speak his mind. This led to arguments with his liberal son-in-law Mike (Rob Reiner), daughter Gloria (Sally Struthers), and others.

Archie's long-suffering wife, Edith Bunker (Jean Stapleton), had a strong sense of right and wrong. She thought people had good hearts. She often helped Archie think about his prejudices. She also helped smooth things over when Archie started an argument. *All in the Family* made fun of Archie's ignorant (uninformed) prejudices. But occasionally it poked fun at Mike's liberal opinions, too.

All in the Family began in 1971. The top-rated show was number one for five seasons in a row.

Almost one-third of American homes with televisions were tuned into the show during the 1973-1974 season.

Spiral Jetty
ARTS &
ENTERTAINMENT

In what state was the *Spiral Jetty* built? Find out at Encarta Online at <http://encarta.msn.com/ctc>. Learn more about Robert Smithson and the *Spiral Jetty* at <http://www.mcachicago.org/exhibit/shadow/profiles/smithson.html>.

Robert Smithson's 1970s sculpture, *Spiral Jetty*, is a huge, 1,500-foot-long coil of earth, salt crystals, rocks, and water. The jetty spirals out from the shore into Utah's Great Salt Lake. Smithson knew the lake would eventually rise and cover the sculpture and then recede to reveal the sculpture again. He wanted to show that nature impacts even the largest constructions of our time.

Spiral Jetty was one of the most famous examples of "Earth Art" created in the 1970s. Earth Art is an artistic movement in which artists create huge sculptures outdoors, using nature as their studio. *Spiral Jetty* is unusual, because it is made of only natural materials.

Land Art (another name for Earth Art) is usually created with both man-made and natural materials.

In 1970, Smithson also created *Partially Buried Woodshed* by dumping earth on top of an old shed until it collapsed. This work was meant to remind viewers of ancient ruins, buildings made by humans that have been destroyed by nature.

The spiral is an ancient symbol that appears in art from cultures all over the world. The *Spiral Jetty* reminds us of mysterious sites like the Egyptian pyramids and England's Stonehenge.

ARTS &
ENTERTAINMENT

Find out about the story behind the most-watched TV miniseries, *Roots*, at the History Channel Web site: <http://www.historychannel.com/community/roots/index.html>.

In 1977, almost half of all Americans tuned in to one television show. It was the miniseries *Roots* which told the story of seven generations of a single African-American family. *Roots* was based on the prize-winning book written by Alex Haley, which he based on his own family's history. The story began with the birth of a boy named Kunte Kinte in Gambia, Africa. It showed his capture by white slavers and his life as a slave. The story continued through the Civil War. Kinte's descendants struggled to overcome racism and poverty even after they became free. *Roots* taught Americans about the effects of slavery. It inspired millions of Americans to learn about their family histories. It also made a new way of watching TV—the miniseries—a hit with Americans.

Many African-American stars were in the cast, including Louis Gossett, Jr., Cicely Tyson, Ben Vereen and Maya Angelou.

Roots won nine Emmy awards, including one for Outstanding Limited Series.

A sequel called *Roots: The Next Generations* was produced in 1979. It continued the story of Haley's family. It also showed how author Alex Haley became inspired to write his family's history.

70s
ARTS
ENTERTAINMENT
The
Godfather

How did actors Brando and Pacino make their faces change for the filming? Check the trivia section of information about this movie in the Internet Movie Database <http://us.imdb.com>

ARTS &
ENTERTAINMENT
Sesame Street

Where do Bert and Ernie, Kermit the Frog, Big Bird, Grover, the Cookie Monster, and Oscar the Grouch live? On Sesame Street, of course! The kid's televi
sion show "Sesame Street" began in December 1969. The new series was created by the Children's Television Workshop for public television. Jim Henson's Muppet puppets were not the only charac ters. They were joined by others, including kids. The puppets and actors used
(PBS)
by proving that educational TV could be fun.
Sesame Street was created for children between the ages of 3 and 5. Its producers especially want ed to reach underprivileged children who might not be in preschool pro grams.
Sesame Street is always full of people of different races and ages. This shows kids that different people can get along. The show also teaches children about sharing and talking about their feelings.
SESAME STREET
Click
Visit the Sesame Street home page at <http://www.ctw.org/sesame> to see the games and stories on the Internet.

FLASH WAYBACK
AND THE
FLASH
WHAT'S MAKING THE YEAR OF THE RAT STAMP FADE OUT? ARE TIMECROOKS PREVENTING THE OPENING OF CHINA IN THE '70S?
Solve a Mystery
VOTE FOR YOUR FAVORITE 1970s STAMP SUBJECTS! SEE PAGES A6-A7.

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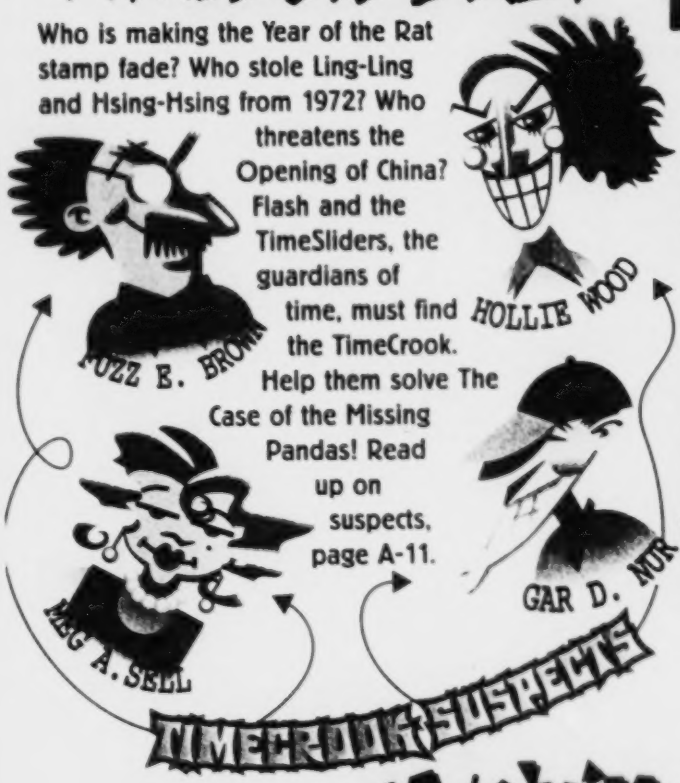
THE CASE OF THE MISSING PANDAS!
FLASH HAYBACK TIME-SLIDES BACK TO 1998 TO SOUND THE ALARM.
KEN! BRITTANY! CHECK OUT YOUR LUNAR NEW YEAR STAMPS.
HERE'S THE YEAR OF THE RAT STAMP FROM 1996. IT'S FADING!

Who is making the Year of the Rat stamp fade? Who stole Ling-Ling and Hsing-Hsing from 1972? Who threatens the Opening of China? Flash and the TimeSliders, the guardians of time, must find the TimeCrook. Help them solve The Case of the Missing Pandas! Read up on suspects, page A-11.



Secrets of Earth Day
The children are cleaning up the park for Earth Day. Can you find the ten things that are hidden: hamburger on a bun, ice cream cone, boat, glasses, fork, radio, fish, eye, pencil, and bowling ball?

MIX 'N' MATCH

Each picture relates to one of the words below. Draw a line from each picture to the correct word. Check out "Science and Technology" topics on your ballot, pages A6-A7.

1. JUMBO 2. SPACE 3. VCR 4. SESAME STREET 5. CT SCAN

FLASH NOW

In 1970, communist China was a mystery. Few outsiders came or went. But China decided to "open its doors," and the United States decided to respond. In 1972, U.S. President Nixon visited China. China and America exchanged gifts: pandas and oxen. By 1979, many foreign tourists were visiting China.

WHAT'S THE DIFFERENCE?

On the top is the real Expo '74 World's Fair stamp. The stamp on the bottom has been changed. Can you find the five changes?

the flip-flop = the return trip
Don't feed the bears! = Don't get a speeding ticket!
What's your 10-20? = What's your location?

This artist has trapped himself inside his own "Earth Art." Earth Art was popular in the 1970s. A work of Earth Art was a huge, outdoor sculpture. These sculptures were often made of both natural and synthetic materials such as earth, rocks, steel, or plastic. Help the artist find his way out of his Earth Art maze.

Answer to Mix 'n Match: A2, B3, C4, D5, E1

Answer to What's the Difference: Expo '77 is stamp; yellow sky changing to blue; blue head changing to yellow; stems in cloud are missing

A3

APRIL 16, 1972. TWO GIANT PANDAS, CHINA'S GIFT TO AMERICA, ARE DUE TO ARRIVE TODAY.
WHAT'S WRONG?
THAT DIRTY DOG STOLE MY HOT DOG!
I'LL PAY FOR IT.
KEN! BRITTANY! THIS IS TERRIBLE!

TERRIBLE IS RIGHT! THIS POOR DOG IS STARVING.
LING-LING AND HSING-HSING DISAPPEARED OFF A U.S. AIR FORCE JET TRANSPORT!
THE WHOLE OPENING OF CHINA MAY BE THREATENED!
The Washington Post
CHINA'S GIFT TO AMERICA IS MISSING!

MAKE YOUR OWN PUPPET

Puppets are easy to make. You can make one out of almost anything around the house. Here are some ideas:

Eyes: buttons, pom-poms, Ping-Pong balls, plastic spoons (break handles and sand edges), felt, pasta, dried lima beans, egg carton. **Nose:** sponge piece, pom-pom, sponge curler, button, cork, egg carton. **Ears:** felt, plastic spoons, nutshells, sponges, pipe cleaners. **Hair:** yarn, feathers, fake fur, plastic pot scrubber.

CREEPY SPIDER

1. Use an old glove. The fingers are the spider's legs.
2. Make eyes out of any material above.

3. Glue or sew eyes above the 2nd and 3rd finger.
4. Glue feathers or fake fur onto the spider's back.
5. Creep your spider onto a friend's shoulder!

MOXIE SOX DOG

1. Use an old sock to make this dog.
2. Stick your fingers into the toe and your thumb into the heel (illustration A).
3. Pull some loose fabric over your knuckles (toward your fingers) to make a fold. The fold makes an eye ridge and a deeper mouth (illustration B).
4. Sew or pin the fold down on both sides. (Safety pins are okay.)
5. Sew or glue eyes, ears, and a tongue onto your puppet (illustration C).

For more great puppet ideas, try Cheryl Henson's book *The Muppets Make Puppets!*

CASE OF THE MISSING PANDAS

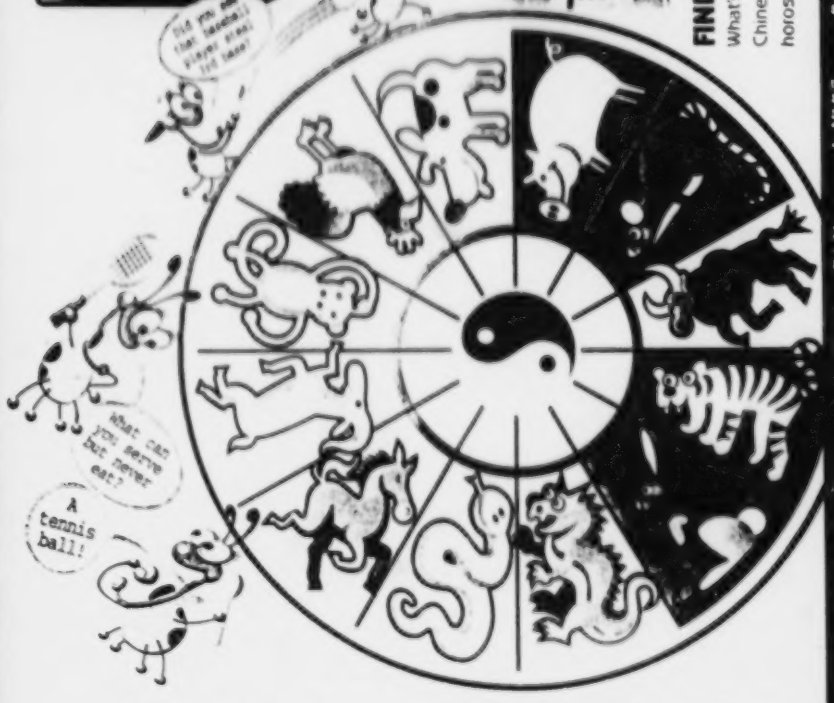
Clue #1: Crack the Code

Each animal has a letter on or near it. Crack the code and figure out the clue.

- If the answer is ballot topic #1, the thief is not a movie producer.
- If the answer is ballot topic #17, the thief is not a zoo owner.
- If the answer is ballot topic #23, the thief is a landscaper.

See ballot topics pages A6-A7. Once you figure out your clue, go to page A-11 and cross off one suspect who could NOT be the thief.

THIS HAS GOT TO BE THE WORK OF TIMECROOKS!
FLASH, HER DOG TAGS ARE FROM THE YEAR 2086!
SHE'S A TIMEDOG! LOOK, SHE'S LEADING US TO A CLUE!



FIND THE DATE YOU WERE BORN on the Chinese astrological wheel

What's your sign? What's your element? Are you more yin or more yang? (The ancient Chinese believed that everything contained a mixture of yin and yang forces.) Chinese horoscopes are really different! Look for more information in your library or on the Web

WHAT'S YOUR CHINESE ?

RAT

January 28, 1960 to February 14, 1961
February 15, 1972 to February 2, 1973
February 2, 1984 to February 19, 1985
Polite, smart, friendly, warm, but also wary. Likes excitement and adventure. Dislikes everyday sameness.

OX

February 15, 1961 to February 4, 1962
February 3, 1973 to January 22, 1974
February 20, 1985 to February 8, 1986
Honest, peaceful, reliable, stubborn. Not easily swayed. Likes the traditional. Not interested in fashion.

TIGER

February 5, 1962 to January 24, 1963
January 23, 1974 to February 10, 1975
February 9, 1986 to January 28, 1987
Brave, optimistic, a risktaker, a leader. Happy when challenged. Dislikes being told what to do.

RABBIT

January 25, 1963 to February 12, 1964
February 11, 1975 to January 30, 1976
January 29, 1987 to February 16, 1988
Quiet, sensitive, cooperative. Happy when in harmony with the environment. Does not like conflict or aggression.

DRAGON

February 13, 1964 to February 1, 1965
January 31, 1976 to February 17, 1977
February 17, 1988 to February 5, 1989
Attractive, energetic, powerful, lucky, confident, curious. Happy when striving for perfection. Annoyed by weakness in others.

SNAKE

February 2, 1965 to January 20, 1966
February 18, 1977 to February 6, 1978
February 6, 1989 to January 26, 1990
Elegant, polite, confident, kind, excellent talker. Loves conversation and debate. Gives advice easily, but doesn't like getting it.

HORSE

January 21, 1966 to February 8, 1967
January 7, 1978 to January 27, 1979
January 27, 1990 to February 14, 1991
Friendly, loyal, hot-tempered, ambitious, productive. Happiest with friends. Tends to "stick-to-it" (persevere).

RAM

February 9, 1967 to January 29, 1968
January 28, 1979 to February 15, 1980
February 15, 1991 to February 3, 1992
Peaceful, gentle, spiritual, creative. A daydreamer. Needs to be surrounded by beauty. Hates confrontation and gossip.

MONKEY

January 30, 1968 to February 16, 1969
February 16, 1980 to February 4, 1981
February 4, 1992 to January 22, 1993
Sensitive to others, restless, smart, funny. A good friend. Likes plenty of action. Dislikes being stuck in one place.

ROOSTER

February 17, 1969 to February 5, 1970
February 5, 1981 to January 24, 1982
January 23, 1993 to February 9, 1994
Open, courageous, helpful, trustworthy, good adviser. Likes to watch the news of everything. Dislikes interference from others.

DOG

February 6, 1970 to January 26, 1971
January 25, 1982 to February 12, 1983
February 10, 1994 to January 30, 1995
Alert, faithful, witty, sympathetic. A fighter for truth. Cool under fire. Happiest when on home turf. Dislikes the unknown.

PIG

January 27, 1971 to February 14, 1972
February 13, 1983 to February 1, 1984
January 31, 1995 to February 18, 1996
Calm, tolerant, optimistic, eager to learn. Enjoys life's pleasures. Prefers compromise to aggression and arguments.

Scientists find no scientific evidence to support astrology.

The Five Elements

- Water: black; salty food; winter; fear
- Earth: yellow; sweet food; (no season); desire
- Wood: green; sour food; spring; anger
- Fire: red; bitter food; summer; joy
- Gold: white; acrid food; autumn; sorrow

Yin and Yang: Cosmic Forces

- Yin: watery, cool; moon-force; rain
- Yang: solid; hot; sun-force; Earth

Read answer to (Use #) in a mirror. Hadrosaurus Foot Bone 117

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People & Events

6 Women's Rights Movement

In the 1970s, new legislation, Supreme Court rulings, and increasing pressure from women's organizations brought about tremendous changes in women's roles and expectations in American society.

7 "Sesame Street"

For nearly 30 years, the public television show "Sesame Street" has been welcomed into millions of homes worldwide, teaching children the lifelong lessons of how to share, care, laugh and learn.

8 "The Godfather"

The family saga "The Godfather™" considered one of the most profound American film explorations of power and corruption, won Academy Awards® for Best Picture, Best Screenplay Adaptation and Best Actor.

9 "Roots"

Alex Haley's bestselling book "Roots" traced his family back through seven generations to Africa. Over 130 million watched the television miniseries based on the book. The highly acclaimed saga sparked new interest in genealogy.

10 "Spiral Jetty"

Robert Smithson's "Spiral Jetty" extends as a str line 1,000 feet into the Great Salt Lake, then spirals counterclockwise for 200-300 feet. This sculpture is an excellent example of North Amer "Earth Art."

Sports

15 Pittsburgh Steelers

The Pittsburgh Steelers dominated professional football in the second half of the 1970s, winning four Super Bowls in six years. Pittsburgh's "Steel Curtain" of that era is considered one of the best defensive lines in professional football history.

16 Secretariat

In 1973, Secretariat became the first horse in 25 years to win the Triple Crown. In the final race of the Triple Crown, Secretariat posted a dramatic 31-length, record-setting victory.

17 "Monday Night Foo

The first regularly sche prime-time, profession football program on television, ABC's "Mon Night Football" premier the fall of 1970. It rem one of the top-rated programs on the fal schedule.

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Secretariat™ Grayson Jockey Club Research Foundation c/o CMG Worldwide, Indpl, IN.

"All In The Family" © CPT Holdings, Inc.

Roots, the Miniseries, © 1977 Wolper Pictures™ & © 1998 Warner Bros.

Science and Technology

21 Jumbo Jets

On January 21, 1970, t first jumbo jet entered service. The enormous planes revolutionized commercial flight, doub passenger capacity wh maintaining a flight ran 6,000 miles.

Lifestyle

25 Smiley Face

The yellow-faced smileys became a fad in the 1970s. Appearing on all kinds of items from bumper stickers to cookie jars, the happy face became linked with the salutation, "Have a nice day."

26 Postmodern Architecture

Marked by a new interes architectural ornament a traditional elements suc pediments and columns, postmodern architecture represented a dramatic away from the steel-and- facades of earlier decad

Earth Day

The first Earth Day, April 22, 1970, helped mark the emergence of the modern environmental movement. Millions of Americans participated in cleanups, marches, and teach-ins.

Oil Shortage

With the 1973 oil embargo, the price of oil and gas skyrocketed. Americans worked together to conserve resources by reducing their speed on the highways, forming carpools, and lowering their thermostats.

Opening of China

After more than two decades of mutual hostility between the People's Republic of China and the United States, President Richard M. Nixon visited the People's Republic in February 1972.

Bicentennial

On July 4, 1976, the U.S. marked the 200th anniversary of its independence from Britain with fireworks and celebrations galore, and a parade of tall ships.

"All in the Family"

Breaking from a tradition of squeaky-clean sitcoms, "All in the Family" offered viewers a different look at the American family. With plots that addressed race, gender, and religion, the show become one of the most popular television programs of the decade.

PBS and NPR

For more than 25 years, Public Broadcasting Service (PBS) and National Public Radio (NPR) have continuously provided noncommercial, educational, award-winning programs such as "Sesame Street" and "Morning Edition."

"A Chorus Line"

"A Chorus Line," which evolved from a series of theatrical workshops, represented a novel way of creating a musical. It ran for 15 years on Broadway, winning nine Tony Awards® as well as the Pulitzer Prize for drama in 1975.

Photorealism

Photorealists transferred images from photograph to painting surface. These artists painted with a precision of detail that produced a work far crisper than an enlargement of the photograph.

Soccer Leagues

In the 1970s, the popularity of community youth soccer exploded. For the first time in the U.S., soccer became a major local team sport with programs open to all children, regardless of ability or gender.

Tennis

Americans embraced tennis in the 1970s. Courts sprang up around the country, and millions turned out to play. Professional tennis also emerged as a major spectator sport.

The Oakland A's

With their colorful uniforms and a mule for a mascot, the Oakland Athletics surprised the baseball world by winning the 1972 World Series®. They repeated the feat in 1973 and 1974.

"Pioneer 10"

Launched in 1972, "Pioneer 10" was the first space probe to obtain close-up images of Jupiter. Also the first space probe to journey beyond our solar system, "Pioneer 10" is now approximately seven billion miles from the sun.

Medical Imaging

Ultrasound, computerized axial tomography (CAT), and magnetic resonance imaging (MRI) all provided doctors with different ways to view the inside of the human body.

VCRs

The videocassette recorder (VCR) provided television watchers with a new range of viewing options in the 1970s. VCR owners were able to record programs for later viewing and fast-forward through commercials.

Jogging

Millions of Americans took up jogging as fitness consciousness swept the country in the 1970s. This popular activity was a good way to lose weight, exercise the heart, and promote general physical conditioning.

1970s Fashion

Hot pants, platform shoes, and polyester leisure suits all made the fashion scene during the 1970s. Fashion magazines declared "anything goes."

Citizens Band Radio

In the mid-1970s, millions of motorists were reveling in the colorful slang of CB radio. CBers aided in highway safety and alerted each other to traffic jams and police radar traps.

Disco

In 1978, disco music took off. Americans, many sporting polyester pants, silk shirts, sequins, and platform shoes, stepped out on dance floors across the country.

IMAGES ON BALLOT ARE NOT ACTUAL STAMP IMAGES

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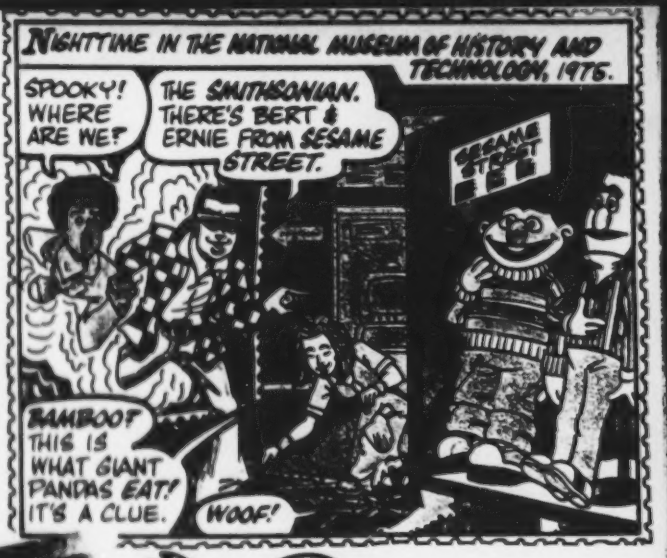
AFTER THE TIMESLIDERS CRACK THE CODE...
I THINK THE TIMEDOG IS SNIFFING OUT ANOTHER CLUE.
SHE'S FOLLOWING THE TIMECROOK'S TRAIL.
GO AHEAD, GIRL! WE'LL FOLLOW YOU.


NIGHTTIME IN THE NATIONAL MUSEUM OF HISTORY AND TECHNOLOGY, 1975.
SPOOKY! WHERE ARE WE?
THE SMITHSONIAN. THERE'S BERT & ERNIE FROM SESAME STREET.
SESAME STREET
BAMBOO! THIS IS WHAT GIANT PANDAS EAT! IT'S A CLUE.
WOOF!

CAN YOU BEAT THE SUPER-CHALLENGE RIDDLER?

It hurls through the dark,
yet barely seems to move.
The farther it goes,
the closer it gets...

WHAT IS IT?

The answer to this riddle is hidden in the word-box puzzle. Can you find it? Draw a line through all 19 1970s ballot topic words listed on page A9. Read the letters that remain from left to right. Put them in the spaces below.

B	P	S	R	E	L	E	E	T	S	I	S	
O	I	L	S	H	O	R	T	A	G	E	E	
S	O	C	C	E	R	O	■	■	■	T	C	
W	N	■	E	■	O	C	H	I	N	A	R	
P	O	P	■	N	O	V	C	R	S	G	E	
B	■	M	R	I	T	■	N	■	J	R	T	
S	■	■	E	■	S	E	■	■	O	E	A	
E	S	I	N	N	E	T	N	E	G	T	R	
J	U	M	B	O	J	E	T	N	G	A	I	
R	L	L	A	B	T	O	O	F	I	W	A	
E	A	R	T	H	D	A	Y	1	N	A	T	
R	E	H	T	A	F	D	O	G	G	O	L	

ANSWER TO THE RIDDLE: _ _ _ _ _ _ _ _ _ _ _ _ _

CASE OF THE MISSING PANDAS:

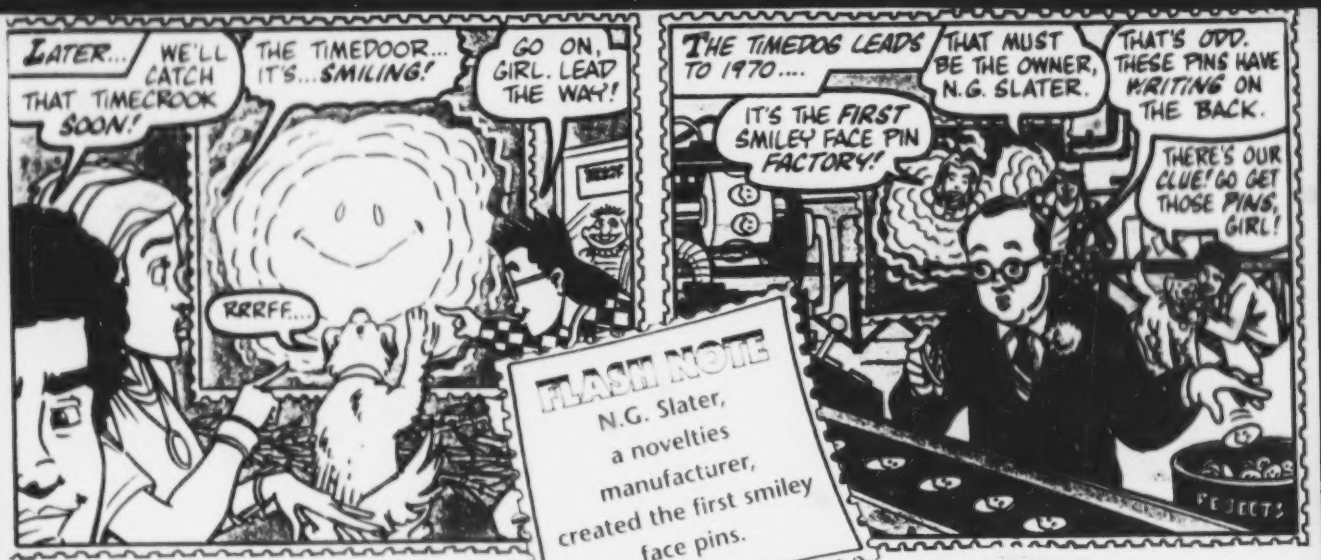
Clue #2: Mysterious Messages

How many messages in the bamboo above are true? The TimeSliders read the mirror messages in the display-case glass. You can read them in a mirror. Refer to the ballot topics on pages A6-A7.

- If all five messages are false, the thief does NOT sell toys.
- If two messages are false, the thief is NOT a movie producer.
- If four messages are false, the thief is NOT a landscaper.

Once you figure out the answer to the clue, go to page A-11 and cross off one suspect who did NOT steal the pandas.

Read the answer to Clue #2 in a mirror. What do you get? Pioneer 10. The farther it goes from earth, the closer it gets to the stars.
Answer to Super-Challenge Riddler:


LATER... WE'LL CATCH THAT TIMECROOK SOON!
THE TIMEDOOR... IT'S...SMILING!
GO ON, GIRL. LEAD THE WAY!
RRRFF....
THE TIMEDOG LEADS TO 1970....
IT'S THE FIRST SMILEY FACE PIN FACTORY!
THAT MUST BE THE OWNER, N.G. SLATER.
THAT'S ODD. THESE PINS HAVE WRITING ON THE BACK.
THERE'S OUR CLUE! GO GET THOSE PINS, GIRL!
FLASH NOTE
N.G. Slater, a novelties manufacturer, created the first smiley face pins.

Handle?

Anyone who talks on a CB chooses a special name, or "handle." Your "handle" says something about you. Some real handles are *El Marco, Soccer Pro, Gumball, Skater Girl, Dancer,* and *Cat Friend.* Make up a handle for yourself. Post it on your bulletin board. Guess the "handles" of your classmates.

WHAT'S WRONG WITH THIS PICTURE?

Words may go up, down, backwards, or diagonally. See ballot pages A6-A7.

1. STEELERS, 2. BICENTENNIAL, 3. OIL SHORTAGE, 4. SOCCER, 5. CHINA, 6. SECRETARIAT, 7. TENNIS, 8. *GODFATHER*, 9. ROOTS, 10. JUMBO JET, 11. JOGGING, 12. FOOTBALL, 13. VCRS, 14. WOMEN, 15. EARTH DAY, 16. WATERGATE, 17. NPR, 18. PBS, 19. MRI

Answer to Rebus: Rising Rising the giant panda loves snow. He loves to slide on his back
Answer to "What's Wrong With This Picture?": Snowman clothesline. sunglasses on bird. tree on boat. smokestack. plug. anchor. air plug open. boot. shark fin. hammer. pencil. butterfly. tie on fish. sleeve and mitten on swimmer.

APRIL 16, 1972, OUTSIDE A U.S. AIR FORCE C-141 STAR-LIFTER JET.
THANK GOODNESS WE RESCUED THE PANDAS.
WOOF, WOOF!
WITH YOUR HELP, GIRL!
NOW CHINA WILL KEEP ITS DOORS OPEN!

AFTER THE GIANT PANDAS ARE SAFE IN WASHINGTON'S NATIONAL ZOO...
WHAT ABOUT THE TIMEDOG?
I'LL TAKE HER... BUT SHE DEFINITELY NEEDS A NAME!
MAYBE OUR READERS WILL HELP US NAME HER.
WOOF!

CASE OF THE MISSING PANDAS:

CLUE #3:
TimeDog Scavenger Hunt

Fill in the blanks on each smiley face pin. Four pins show a number next to a page number. Read the , then turn to the correct magazine page. Find something on the magazine page from the (A6-A7). After you fill in all the blanks on all four pins, match the symbols to figure out who the panda thief is NOT on the clue pin.

Once you get your clue, turn to page A-11 and eliminate the third suspect. The suspect who is left is the panda thief!

THE NAME TIMEDOG CONTEST
NEXT ISSUE!

MAD FADS
Kids are wearing mood rings and buying pet rocks.

EXTRA

The News

EXTRA

Name TimeDog Contest NEXT ISSUE!

ALL THE NEWS THAT'S FIT TO SEND THROUGH TIME

WHODUNIT?

One of the suspects below stole the giant pandas, Ling-Ling and Hsing-Hsing, China's gift to America. Which one did it? To find out, finish the clues on pages A4, A8, and A10 and cross off three suspects. The remaining suspect did it!

FUZZ E. BROWN, Zoo Owner Mr. Brown is illegally collecting endangered species from all over time to make a private zoo in the year 2086. Did he want some giant pandas?

HOLLIE WOOD, Movie Producer Ms. Wood, movie producer from the year 2086, has a hot new movie idea. It's about giant pandas who save the Earth. Did Hollie Wood steal Ling-Ling and Hsing-Hsing for her new movie?

MEG A. SELL, Owner of a Toy-Store Empire Ms. Sell, from

2086, wants to put live pandas in one of her store windows to advertise her new line of stuffed animals. Did she steal the famous panda pair?

GAR D. NUR, Landscaper Mr. Nur, chief landscaper of Bamboo Garden Kingdom in 2086, is tired of cutting fast-growing bamboo. Did he steal the bamboo-eating pandas?

Moon Rules

Many Asian countries celebrate the Lunar New Year. "Lunar" years are measured by the cycles of the moon. Western countries celebrate the "solar" new year. Solar years are measured by the cycles of the sun.

China's Game

Ping-Pong used to be as popular in China as baseball was in the U.S.!

NAME TIMEDOG CONTEST

Flash Wayback's new TimeDog needs a name, and we need your help. So start thinking! We'll announce contest details next issue!

NO RACCOONS HERE

Until recently, people thought giant pandas were related to raccoons, or maybe in a class of their own. DNA testing showed us that giant pandas are a sub-class of bears.

WRITER DIGS DEEP

Alex Haley's chronicle *Roots* took 12 years to research and write.

STRANGE BUT TRUE

The first VCR tapes cost around $25 and could record for only one hour!

WHODUNIT? Answer: Hollie Wood

123

WHAT IF SOMETHING BAD REALLY HAD HAPPENED TO THE PANDAS IN 1972?
DO YOU THINK CHINA REALLY WOULD HAVE CLOSED ITS DOORS TO AMERICA JUST BECAUSE OF THAT?
MAYBE NOT... BUT A WHOLE LOT OF KIDS WOULD'VE BEEN VERY DISAPPOINTED!
How do you make a smiley face in e-mail? What does a frown look like? See Helwig's Smiley Dictionary at <http://www.cg.tuwien.ac.at/~helwig/smileys.html>.
Check out Talk Board, amazing facts, and great adventures in NATIONAL GEOGRAPHIC WORLD magazine online at <http://www.nationalgeographic.com/kids>
See photos of China's gift, Hsing-Hsing the giant panda, at the National Zoo's Web site:
Hustle on over to the '70s Dance Music Disco Fever Page to hear sounds, read lyrics, and more from their "hit parade". <http://nzan.simplenet.com/70.html>
The official home of Sesame Street has pages to color, games to play, and even a story about Elmo. Visit the Children's Television Workshop at
Send an Earth Day postcard, use an Earth Day Coloring Book, take an Earth Day quiz and more at The Wilderness Society Web site:
Assistance in developing the content of this booklet was provided by NATIONAL GEOGRAPHIC WORLD, the kid's magazine of exploration. For information about WORLD, call 1-800-NGS-LINE, or go online at
What's your favorite stamp subject? Use the USPS Celebrate the Century Favorite Stamp Page to write, print out and decorate your opinions at
Print, draw and paint YOUR 20th stamps! Use 'Design A Stamp' tools at the Celebrate the Century Web site
Mail your art to the Postal Service, and your design MIGHT appear online. Print your name and address on the back of your stamp design and mail it to: United States Postal Service, 475 L'Enfant Plaza SW, Room 10507, Washington DC 20260-1100. Art CANNOT be returned.
Enter outer space with "Pioneer 10", the first spacecraft to go beyond the planets. See a prototype at the National Air & Space Museum: <http://www.nasm.edu/GALLERIES/GALIOO/pioneer.html>.
NATIONAL GEOGRAPHIC world
CELEBRATE 100
PUT YOUR STAMP ON HISTORY 1900-2000
SW1
UNITED STATES

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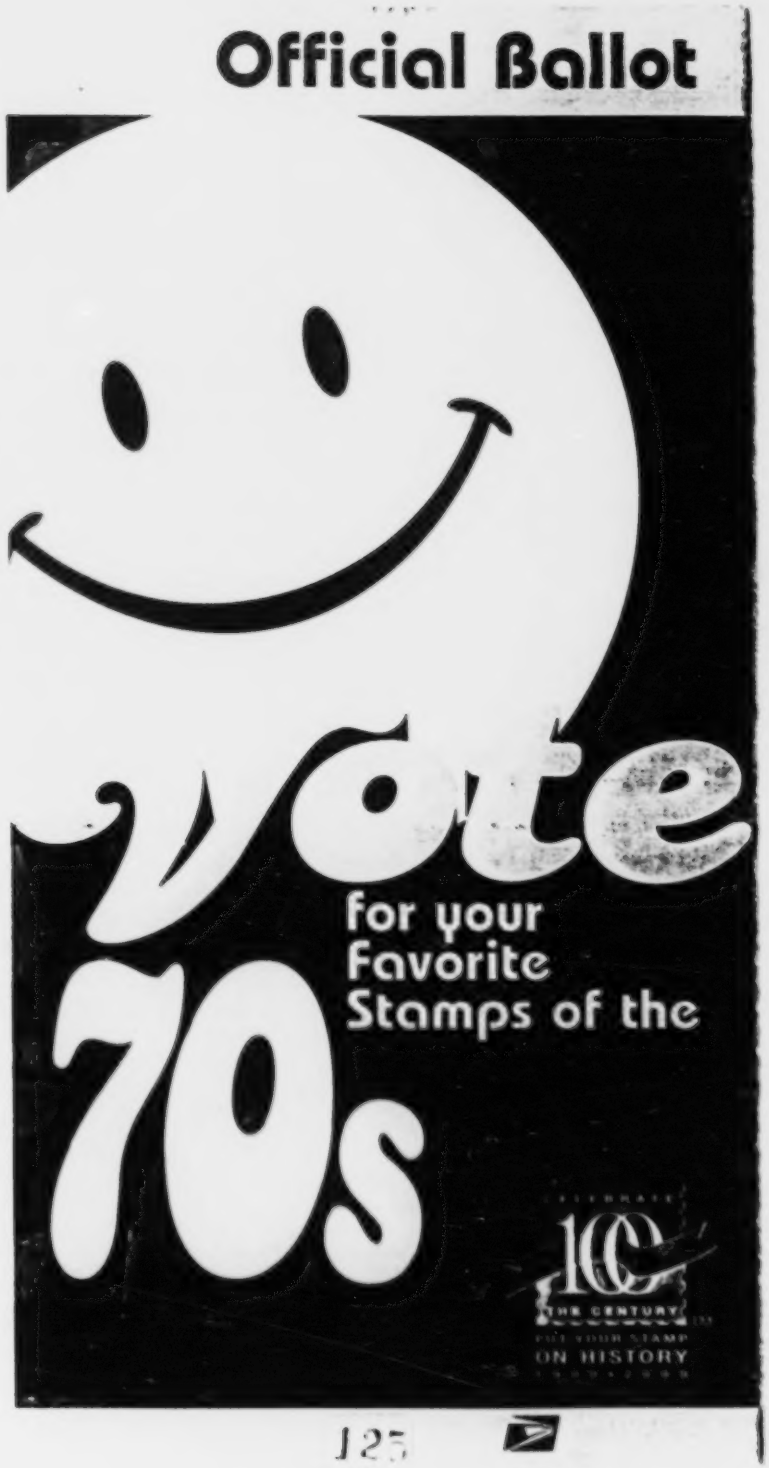
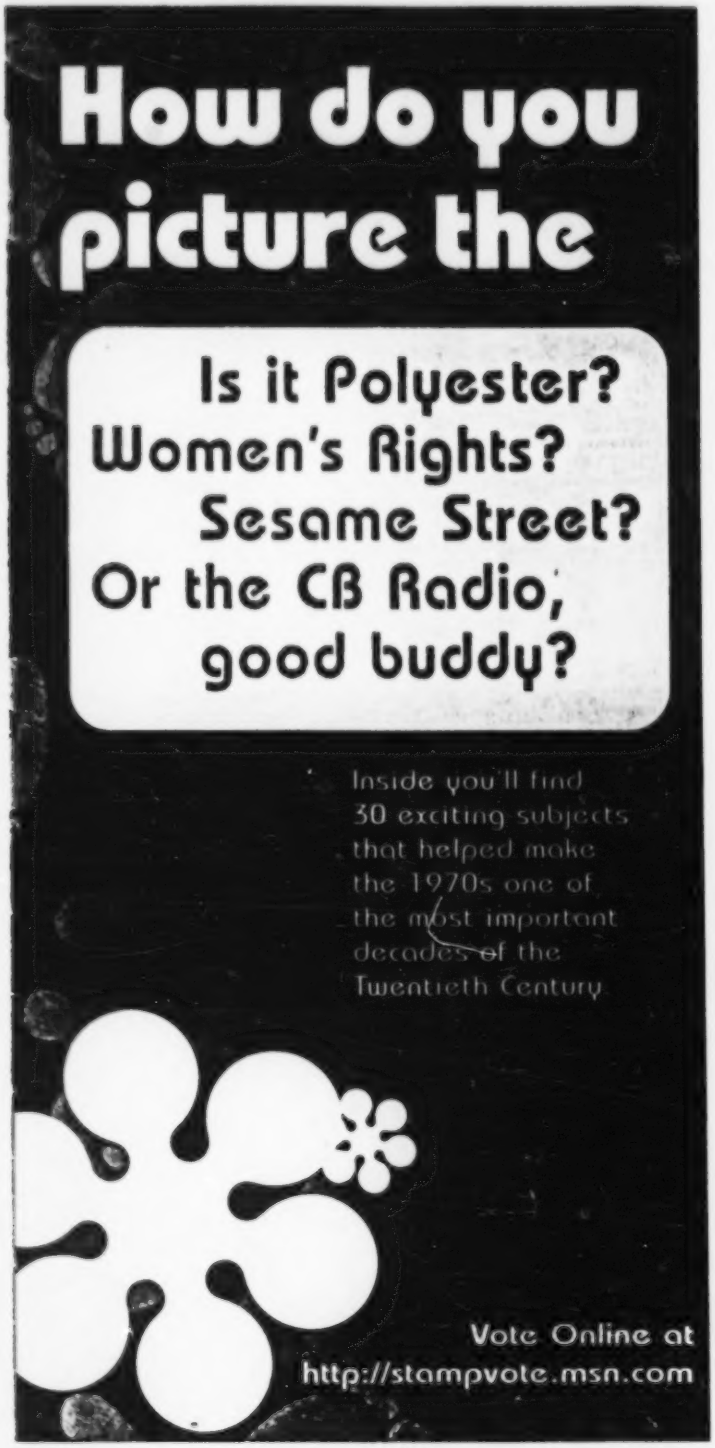

Official Ballot
vote
for your
Favorite
Stamps of the
70s
THE CENTURY
PUT YOUR STAMP
ON HISTORY


How do you picture the
Is it Polyester?
Women's Rights?
Sesame Street?
Or the CB Radio,
good buddy?
Inside you'll find 30 exciting subjects that helped make the 1970s one of the most important decades of the Twentieth Century
Vote Online at
http://stampvote.msn.com

People & Events

Women's Rights Movement

In the 1970s, new legislation, Supreme Court rulings, and increasing pressure from women's organizations brought about tremendous changes in women's roles and expectations in American society.

Watergate

The break-in at the Democratic National Committee headquarters in the Watergate apartment and office complex in 1972 touched off the Watergate political scandal that resulted in President Richard M. Nixon's resignation in 1974.

Earth Day

The first Earth Day, April 22, 1970, helped mark the emergence of the modern environmental movement. Millions of Americans participated in cleanups, marches, and teach-ins.

Oil Shortage

With the 1973 oil embargo, the price of oil and gas skyrocketed. Americans worked together to conserve resources by reducing their speed on the highways, forming carpools, and lowering their thermostats.

Opening of China

After more than two decades of mutual hostility between the People's Republic of China and the United States, President Richard M. Nixon visited the People's Republic in February 1972.

Bicentennial

On July 4, 1[illegible] U.S. marked [illegible]th anniversary [illegible] independence [illegible] Britain with [illegible] and celebrations galore, and [illegible] of tall ships.

Arts & Entertainment

7 "The Godfather"

For nearly 50 years, the public television [illegible] "Sesame Street" has [illegible] of millions of children [illegible] the pleasures of [illegible] touch and learn.

8 "Roots"

"Roots" traced the family [illegible] through seven generations to Africa. Over 150 million watched the television miniseries based on the book. The highly acclaimed saga sparked [illegible] in genealogy.

10 "Spiral Jetty"

[illegible] Jetty" extends as a straight line 1,000 feet into Utah's Great Salt Lake. Its spirals counterclockwise for 500 feet. [illegible] 1970, sculpture is an [illegible] example of North American "Earth Art."

11 "All in the Family"

[illegible] of [illegible] sitcoms, "All in the Family" offered viewers a different look at the American family. With [illegible] the controversial issue [illegible] and religion, the show became one of the most popular television [illegible].

12 PBS and NPR

Public Broadcasting Service (PBS) and National Public Radio (NPR) have continuously provided non-commercial, educational, award-winning programs such as "Sesame Street" and "Morning Edition."

13 "A Chorus Line"

[illegible] "A Chorus Line," which evolved from a series of theatrical workshops, represented a novel way of creating a musical. It ran for 15 years on Broadway, winning nine Tony Awards® as well as the Pulitzer Prize for drama in 1975.

14 Photorealism

Photorealists transferred images from photograph to painting surface. These artists painted with a precision of detail that produced a work far closer than an enlarged [illegible] of the photograph.

Sports

15 Pittsburgh Steelers

The Pittsburgh Steelers dominated professional football in the latter half of the 1970s, winning four Super Bowls in six years. Perhaps the "Steel Curtain" defensive line is considered one of the best defensive lines in professional football history.

16 Secretariat

In 1973, Secretariat became the first horse in 25 years to win the Triple Crown. In the final race of the Triple Crown, Secretariat posted a dramatic 31-length, record-setting victory.

17 "Monday Night Football"

The first regularly scheduled prime time, professional football program on television, ABC's "Monday Night Football" premiered in the fall of 1970. It remains one of the top-rated programs on the fall TV schedule.

18 Soccer Leagues

In the 1970s, the popularity of community youth soccer exploded. For the first time in the U.S., soccer became a major local team sport with programs open to all children, regardless of ability or gender.

19 Tennis

Americans embraced tennis in the 1970s. Courts sprang up around the country, and millions turned out to play. Professional tennis also emerged as a major spectator sport.

20 The Oakland A's

With their colorful uniforms and a mule for a mascot, the Oakland Athletics surprised the baseball world by winning the 1972 World Series®. They repeated the feat in 1973 and 1974.

Science and Technology

21 Jumbo Jets

On January 21, 1970, the first jumbo jet entered service. The enormous planes revolutionized commercial flight, allowing passenger capacity while maintaining a flight range of 6,000 miles.

22 "Pioneer 10"

Launched in 1972, "Pioneer 10" was the first space probe to obtain close-up images of Jupiter. Also the first space probe to journey beyond our solar system, "Pioneer 10" is now approximately seven billion miles from the sun.

23 Medical Imaging

Ultrasound, computerized axial tomography (CAT), and magnetic resonance imaging (MRI) all provided doctors with different ways to view the inside of the human body.

24 VCRs

The videocassette recorder (VCR) provided television watchers with a new range of viewing options in the 1970s. VCR owners were able to record programs for later viewing and fast-forward through commercials.

Style

25 Smiley Face

The yellow-faced smileys became a fad in the 1970s. Appearing on all kinds of items, from bumper stickers to cookie jars, the happy face became linked with the [illegible] "Have [illegible]."

26 Postmodern Architecture

Marked by a new interest in architectural ornament and traditional elements such as pediments and columns, postmodern architecture represented a dramatic shift away from the steel and glass facades of earlier decades.

27 Jogging

Millions of Americans took up jogging or fitness consciousness swept the country in the 1970s. This popular activity was a good way to lose weight, exercise the heart, and promote general physical conditioning.

28 1970s Fashion

Hot pants, platform shoes, and polyester leisure suits all made the fashion scene during the 1970s. Fashion magazines declared "anything goes."

29 Citizens Band Radio

In the mid-1970s, millions of motorists were reveling in the colorful slang of CB radio. CBers aided in highway safety and alerted each other to traffic jams and police radar traps.

30 Disco

In 1978, disco music took off. Americans, many sporting polyester pants, silk shirts, sergers, and platform shoes, stepped out on dance floors across the country.

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Now Available!

Your local Post Office now has the Celebrate The Century Commemorative Stamp Panels featuring people and events of the 1900s through 1920s. Start your very own collection today!

Guidelines for the 1970s paper ballot vote: Paper ballots must be filled out using a dark pencil or pen. Voters can select a maximum of three (3) subjects in each category. Voting is open to people of all ages, and participants may submit multiple paper ballots. To be tallied, each paper ballot must be mailed separately with First Class Postage affixed. Photocopies of the ballot will not be accepted. All paper ballots must be postmarked no later than September 30, 1998.

To vote online, follow the instructions at http://stampvote.msn.com.

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Secretariat™ Courtesy Jockey Club Research Foundation
and Mrs. Penny Tweedy. Indpl. IN.

"All In The Family" © CPT Holdings, Inc.

ROOTS, the miniseries, © 1977 Wolper Pictures.
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CELEBRATE 10 THE CENTURY™
PUT YOUR STAMP ON HISTORY
1900•2000

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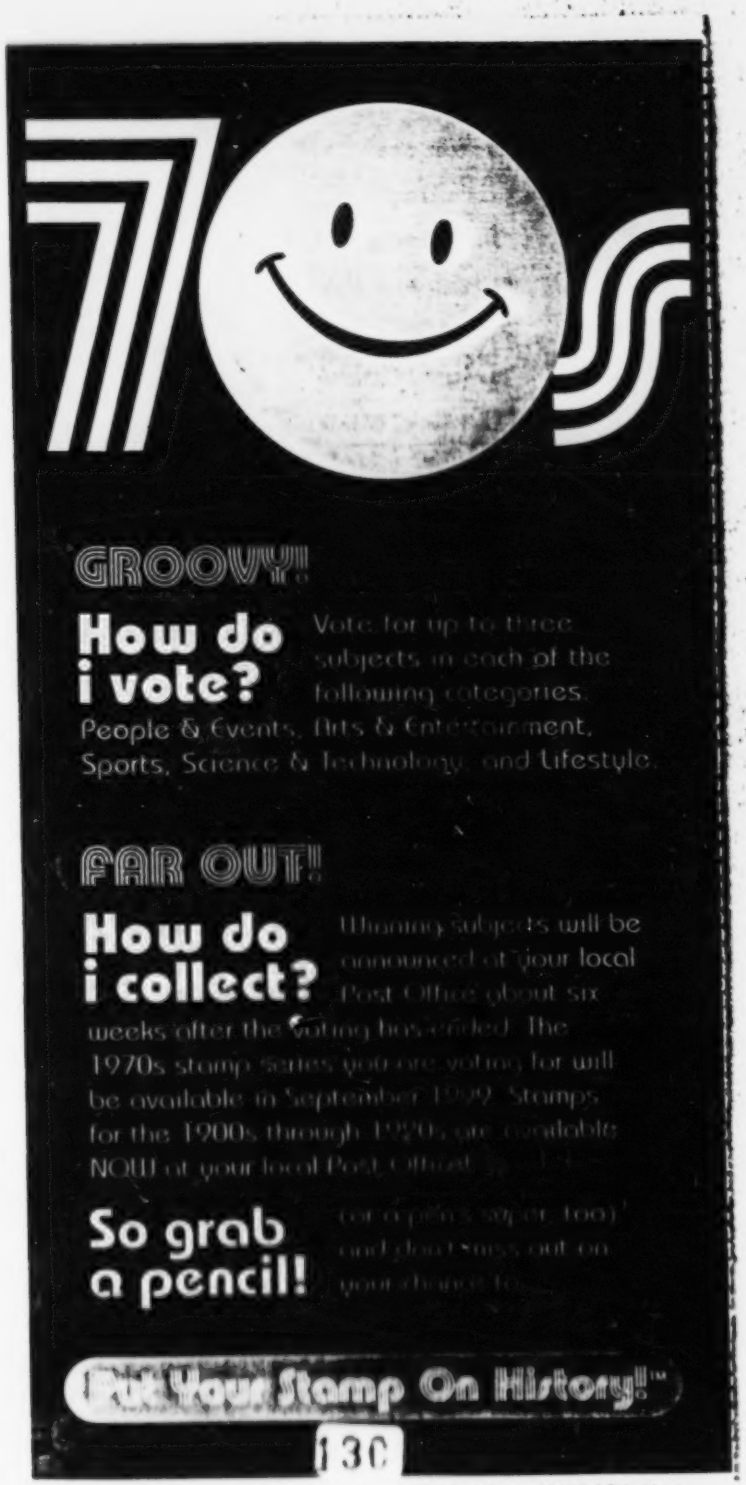
70s
GROOVY!
How do i vote?
Vote for up to three subjects in each of the following categories: People & Events, Arts & Entertainment, Sports, Science & Technology, and Lifestyle.
FAR OUT!
How do i collect?
Winning subjects will be announced at your local Post Office about six weeks after the voting has ended. The 1970s stamp series you are voting for will be available in September 1999. Stamps for the 1900s through 1920s are available NOW! at your local Post Office.
So grab a pencil!
Put Your Stamp On History!™
130

- ☐ Women's Rights Movement
- ☐ Watergate
- ☐ Earth Day
- ☐ Oil Shortage
- ☐ Opening of China
- ☐ Bicentennial
- ☐ "Sesame Street"
- ☐ "The Godfather"
- ☐ "Roots"
- ☐ "Spiral Jetty"
- ☐ "All in the Family"
- ☐ PBS and NPR
- ☐ "A Chorus Line"
- ☐ Photorealism
- ☐ Pittsburgh Steelers
- ☐ Secretariat
- ☐ "Monday Night Football"
- ☐ Soccer Leagues
- ☐ Tennis
- ☐ The Oakland A's
- ☐ Jumbo Jets
- ☐ "Pioneer 10"
- ☐ Medical Imaging
- ☐ VCRs
- ☐ Smiley Face
- ☐ Postmodern Architecture
- ☐ Jogging
- ☐ 1970s Fashion
- ☐ Citizens Band Radio
- ☐ Disco

7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

VOTE HERE

Official Ballot: Vote at home

- Please print.
  Use a dark pencil or pen.
- Vote for up to three in each category.
- Place an "X" in the box next to your choices.
- Tear away this reply card, fold, seal, and apply a First Class Stamp.
- Do not staple, tape, or add glue to your ballot.
- Postmark by September 30, 1998.

Vote

CELEBRATE 100

PUT YOUR STAMP ON HISTORY
1900•2000

UNITED STATES POSTAL SERVICE

Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐

First Name M.I. Last Name

Street Address/PO Box

Street Address (continued)

City

State ZIP + 4 – Country Date of Birth

PHOTOCOPIES OF THE BALLOT ARE NOT ACCEPTED

1 Do you collect stamps? .....

2 What is the size of your stamp collection? .....

3 Does any other member of your family collect stamps?

4 Do you collect other items like dolls, sports cards, etc.?

If you have an idea for a stamp, please send it to: .....
(Submissions will be considered for future stamp programs unrelated to Celebrate The Century™)

Attention: CTC™
Citizens' Stamp Advisory Committee
United States Postal Service
475 L'Enfant Plaza SW Room 4474E
Washington DC 20260-2437

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Place
First Class
Stamp
Here

CELEBRATE THE CENTURY™
THE GALLUP ORGANIZATION
PO BOX 82524
LINCOLN NE 68501-2524

132

VOTE HERE

Official Ballot: Vote in School

Please print.
Use a dark pencil or pen.
Vote for up to three in each category.
Place an "X" in the box next to your choices.
Tear away this reply card, fold, seal, and apply a First Class Stamp.
Do not staple, tape, or add glue to your ballot.
Postmark by September 30, 1998.

1	☐	Women's Rights Movement
2	☐	Watergate
3	☐	Earth Day
4	☐	Oil Shortage
5	☐	Opening of China
6	☐	Bicentennial
7	☐	"Sesame Street"
8	☐	"The Godfather"
9	☐	"Roots"
10	☐	"Spiral Jetty"
11	☐	"All in the Family"
12	☐	PBS and NPR
13	☐	"A Chorus Line"
14	☐	Photorealism
15	☐	Pittsburgh Steelers
16	☐	Secretariat
17	☐	"Monday Night Football"
18	☐	Soccer Leagues
19	☐	Tennis
20	☐	The Oakland A's
21	☐	Jumbo Jets
22	☐	"Pioneer 10"
23	☐	Medical Imaging
24	☐	VCRs
25	☐	Smiley Face
26	☐	Postmodern Architecture
27	☐	Jogging
28	☐	1970s Fashion
29	☐	Citizens Band Radio
30	☐	Disco

Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐

First Name | M.I. | Last Name

Street Address/PO Box

Street Address (continued)

City

State | ZIP + 4 – | Country | Date of Birth

PHOTOCOPIES OF THE BALLOT ARE NOT ACCEPTED

1 Do you collect stamps? ..... ☐ ☐

2 What is the size of your stamp collection? ..... ☐ ☐

3 Does any other member of your family collect stamps? ☐ ☐

4 Do you collect other items like dolls, sports cards, etc.? ☐ ☐

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Citizens' Stamp Advisory Committee
United States Postal Service
475 L'Enfant Plaza SW Room 4474E
Washington DC 20260-2437

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